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# Training To Be The Best

## Teacher Education Enters A New Era

See Page 4

PRESIDENT'S VIEWPOINT

# Forfeiting the Blessings of Peace

It's difficult to recall an election year when personal scandals (from check-kiting to joint-toking) have so completely dominated daily headlines. Front-page space is now reserved for stories once relegated to gossip columns. Private peccadillos get more ink than public policy.

This preoccupation may explain why the most serious of recent congressional scandals was buried somewhere near the obituary pages in most newspapers.

The date was March 31. At stake was the Budget Process Reform Act, introduced by Rep. John Conyers (D-Mich.). If enacted, this legislation would have provided a $6.5 billion down payment on the investment in America we so sorely need. It would have permitted the transfer of defense budget savings into education and other domestic programs. Passage of the Conyers bill would have signaled congressional readiness to reinvest in America.

The Conyers bill was defeated. The House of Representatives bypassed the chance to shift defense savings in the 1993 federal budget to domestic programs. Congress voted against children, against the needy, against America's workers, against America's future.

In taking this action, the House of Representatives followed the White House lead. President Bush got the victory he sought. The problem is that this victory for the President is no victory for America.

*NEA President*
**Keith Geiger**

The defeat of the Conyers bill confirms our worst suspicions: Neither the President nor Congress understands the deep trouble America is in or the deep pain the American people are in. Neither the President nor Congress has any plan to seize the opportunity the end of the Cold War offers us. We still lack domestic priorities that are in synch with new world realities.

The irony of the House rejection of the Conyers bill is that this legislation should never have been necessary in the first place. It became necessary only because, in 1990, the White House lacked the vision to plan for peace. And Congress lacked the nerve to oppose a popular President.

In late 1990, as the Berlin Wall turned to rubble and the Warsaw Pact crumbled, the Democratic Congress and the Republican President struck an accord. They divided all federal discretionary spending into three categories—military, domestic, international affairs—then prohibited the transfer of any savings from one category to another.

At the very moment that the 45-year global struggle with communism came to a close, Congress signed off on an agreement that protected the military establishment from the threat of peace. This agreement granted the bulk of all discretionary spending through 1993 to the military. Post-Cold War military funding would virtually match Cold War levels. And if any fat could be trimmed from this bloated budget, the funds could not (this was the kicker) go to education or housing or health care.

The White House made its position clear: Under no circumstances would it permit funds once earmarked for wartime weapons to be used for peacetime purposes. The task of rebuilding America would have to wait.

The question now is: How long can we wait?

How long before we forfeit forever the blessings of peace? How long before it's too late for industries that are failing and an infrastructure that's rotting, for skilled workers who are not working and for hungry children who are not eating?

How long can America survive a President who has no strategy for improving America? How long can we survive a President without principles and a Congress without convictions?

The answer is—not long. And fortunately, we need not wait long to change the composition of the federal elite. Opportunity approaches. November 3 is less than seven months away. At stake on that date are 435 House seats, 35 Senate seats, and the presidency.

Either we will elect a Congress and a President prepared to forge new priorities, or we will remain shackled to the past. We'll remain prisoners of policymakers without principles.

We can escape this prison. But we need to mobilize now. And this year, whether we're Republicans or Democrats or Independents, let's say together that budget business as usual is not acceptable. Let's work together for candidates who want new priorities for America. Let's elect candidates who will refuse to condone policies that forfeit the blessings of peace.

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Don't miss *Teacher TV*, the television show produced by and for teachers, now airing weekly on The Learning Channel. Upcoming topics: designing a school, interdisciplinary teaching, peer coaching, and more.

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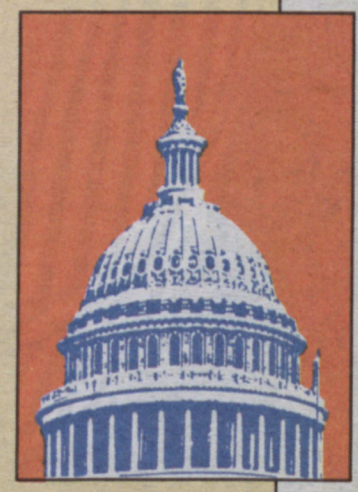
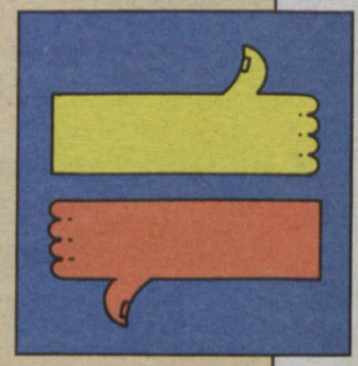
They're better than they used to be, says an Illinois teacher—thanks to better training and recruiting methods. Not so, counters an Arizona teacher—today's ed schools still aren't turning out candidates for prime time.





On the cover: Knoxville, Tennessee, teacher intern Jacinta McCants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NATIONAL NEWS

# Kids at Work

***More students are working longer hours in more dangerous jobs with less adult supervision. Who's watching out for these young people?***

A few years ago, 17-year-old Michael Hucorne's boss at a Pennsylvania grocery store told Michael to operate a large machine that compresses cardboard boxes into flat bales. Trying to remove some paper that got stuck in the baler, Michael was caught in the machine—and killed.

Teens under 18 can't legally be asked to operate hazardous machinery, but they're doing it every day.

It seems the days of exploited child labor have returned.

Conservative estimates put the number of children under 18 working today at over 4 million. Some of these kids still fit the '50s image of migrant workers' children picking vegetables or the '20s image of city kids doing piecework.

But, increasingly, middle-class teens are working long hours in fast-food spots and retail stores, often in dangerous conditions, with little adult supervision—and little time for homework or after-school activities.

Who's watching out for America's kids at work? Too often, these days, no one.

A few facts:

► Child labor law violations have increased dramatically in the 1980s and '90s. Without looking very hard, the Department of Labor found more than 42,000 child labor violations in 1990—up 340 percent since 1983. More than 38,000 minors were illegally employed. Experts say these figures are just the tip of the iceburg.

► The number of people charged with enforcing federal child labor laws averages less than one per state.

► Injuries among working minors are increasing. The American Academy of Pediatrics estimates that 100,000 children are injured on the job each year.

Data provided by 26 states show that in 1988, children under 18 suffered more than 31,500 work-related injuries and illnesses. One out of every five people killed on the farm is under the age of 16.

► The number of high school students working more than 20 hours a week and working late on school nights is up.

Studies show that when work exceeds 20 hours during a school week, schoolwork suffers and drug and alcohol abuse increase.

Given the demographics, this picture could get worse. By 1996, the number of Americans between the ages of 15 and 24 will be 21 percent lower than in 1980, down from 43 to 34 million. But the number of fast-food and other low-paying service sector jobs keeps increasing. Employers may respond with more underage hiring, excessive hours, and hazardous duties for young workers.

Two bills pending in Congress could help prevent that worst-case scenario. They are the Young American Worker's Bill of Rights in the House (H.R. 2076) and the Child Labor Amendments in the Senate (S.600).

Both would strengthen legal protections for working teens by mandating work permits for those under 18; stiffening penalties for labor law offenses and requiring the Department of Labor to notify school districts of offenders; and expanding the list of hazardous occupations for 16- and 17-year-olds to include poultry processing, fish and seafood processing, and pesticide handling.

NEA is working as a member of the Child Labor Coalition for the passage of both bills.

"We have to step in to protect our children," says NEA President Keith Geiger. "Workplaces must be safe, and school's got to be job #1."

You can help. Write to your U.S. Representatives and Senators in Washington and urge them to vote for H.R. 2076 and S. 600.

*—Stefanie Weiss*

## WHAT'S LEGAL NOW?

Do your local employers obey current federal child labor laws? Take a look at this brief checklist: any "yes" answer indicates a violation.

☐ Do 14- and 15-year-olds work more than three hours a day, 18 hours a week, during school months? Do they work more than eight hours a day, 40 hours a week, during the summer?

☐ Do 14- and 15-year-olds work before 7 a.m. or after 7 p.m. on school nights? after 9 p.m. during vacations? Do 16- and 17-year-olds work with hazardous equipment like slicing or baling machines?

☐ Do 16- and 17-year-olds drive commercially—for example, delivering pizzas?

Your state child labor laws may differ from these standards, but when that's the case, the stricter law stands.

If you find violations or want more information about laws in your state, contact your state Department of Labor.

## HEROES & ZEROES

Savor victory—in three acts.

Act I: Michael Greene, president of the National Academy of Recording Arts and Sciences, tells 2 billion people watching the Grammy Awards that music education in this country has been the victim of "political genocide."

Act II: NEA member Stacy Wilner, a Tennessee high school choral director, resumes a concert after intermission with a blank stage. That's what's in store, she tells the press, if arts education isn't included in America's education goals.

Act III: Days later, Education Secretary Lamar Alexander launches the America 2000 Arts Partnership.

How sweet it is.

Working hard to bring the curtain down on public education is Tennessee businessman Chris Whittle. Today, TV commercials for the classroom. Tomorrow, a national chain of for-profit private schools.

His most recent announcement: the names of the seven people he expects to design his schools. Not one is a teacher. Except for a Chicago principal, none work in K-12 schools.

Whittle calls the plan Project Edison—a funny name for a group of alleged experts working in the dark.

Both cheers and jeers this month for R.J.R. Nabisco, the snack-food and cigarette producer. Cheers for the company's plan to help its 35,000 employees pay for their children's college educations. Nabisco will match employee's pre-tax savings up to $4,000 per child.

But a bunch of burnt butts for the company's refusal to stop using a cartoon camel in advertisements for cigarettes—even after a study in the *Journal of the American Medical Association* found 6-year-olds as familiar with "Old Joe" as they are with Mickey Mouse. Say company officials, "We reject the notion that advertising leads to initiation of smoking."

One foot in the next century—and one foot in the last.

COVER STORY

# SOMETHING'S BREWING

Schools are restructuring to improve education. High time teacher training did the same—and it's starting to happen.

Leading the way are a dozen or so school districts and universities across the country. The key to their effort: substantive collaboration between teacher education and the classroom.

For teachers, that means working as partners with university faculties training future educators. For future teachers, it means spending much more time observing and working with real teachers and real students in real classrooms.

"Schools that are undergoing restructuring themselves are the ones involved in these training programs," notes Sharon Robinson, director of NEA's National Center for Innovation. "These programs link restructuring to teacher development. That's a concept everyone should accept as the norm."

Gone are the days when teachers merely follow orders from an administrator. In restructured schools, teachers make decisions or help make them—about everything from budget to curriculum to hiring. New teachers need to be trained to do the same.

**Typical of the veteran teachers** involved in the new teacher training is Mary Ellen Moon, who teaches second-third grade at White Rock Elementary School in Gorham, Maine.

Moon is one of several classroom teachers in her district who work with University of Southern Maine faculty to train future teachers.

The teachers, in fact, helped design USM's Extended Teacher Training Program, a one-year internship for college graduates.

The Program is now the university's only option for teacher certification. Its graduates need only 12 more credits for a master's degree in education.

"We've been involved in teacher training with USM for several years," says Moon. "But now we're playing a greater role than ever before."

In the Gorham USM program—and variations in the nearby Portland and Wells-Ogunquit districts—interns spend so much time in the classroom that many courses are offered right at school sites.

For the first part of the year, the interns observe different schools and teaching styles. Later, they work individually with cooperating teachers, chosen by mutual agreement.

Bill Blackwell, a Bath, Maine, science teacher who graduated from USM's Portland program last year, recalls this classroom immersion experience as intense: "It was like drinking water from a fire hose," he says.

"As interns, we got our hands dirty as soon as school started—and I loved every minute of it," continues Blackwell, explaining that he and his fellow students actually helped teachers prepare their classrooms for the school year.

"None of this going into a school in January when things were already set up," he says. "We saw reality from Day One."

When Blackwell entered the USM program, he'd just retired after 22 years as a Navy officer. A large percentage of the other interns have had job and life experiences—not just college—that bring a range of perspectives into the classroom.

Portland intern Donald Glover will graduate from the program this year. He got a business degree in 1989 and spent two years as a sales rep for the 3M Company. As a math teacher, he'll be able to speak from his own experience about the benefits of learning statistics and marketing.

Diane Dupuis has a degree in fine arts and for 15 years taught dance in her own studio. She's also been an interior decorator. Other interns include a former chemist, musician, and farmer.

Besides the cooperating classroom teachers, one teacher in each of the districts works part-time as the program's site coordinator. The site coordinator serves as a bridge between the schools involved and USM.

**NEA has recognized the** Extended Teacher Education Program and other teacher prep-

*Maine intern Diane Dupuis works with Portland High student Thanh Le.*

*Above right: Manhattan, Kansas teacher intern Felicia Clemons helps Amanda Arnold Elementary students with a science experiment.*

Michael Patrick

*Knoxville, Tennessee, teacher intern Jacinta McCants is learning about a teacher's job firsthand—by working with a teacher for a year.*

Gordon Chibroski

*Former 3M Company employee Donald Glover (right) is completing his teacher internship with help from NEA member Harry Brown.*

## NEA GRANT RECIPIENTS

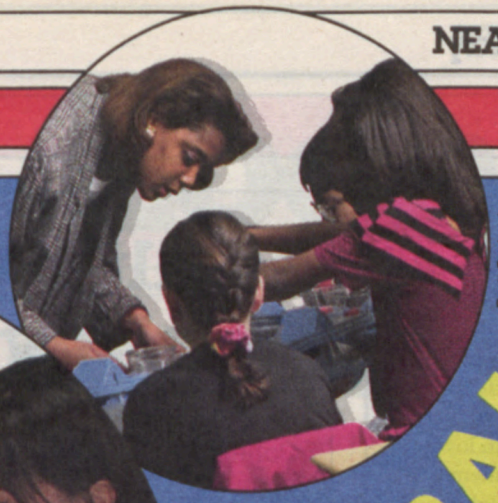
**NEA has awarded grants to state affiliates for teacher education initiatives in the following states:**

**In Maine: the University of Southern Maine.**

**In Tennessee: the University of Tennessee, Knoxville; Memphis State University; and Vanderbilt University.**

**In Kentucky: the University of Kentucky, Murray State University, and the University of Louisville.**

**As full partners in the Association's National Center for Innovation, participants in these programs take part in activities and symposiums sponsored by the Center. They also receive Center publications and are linked to other Center projects and research by an electronic network.**



Brett Garland

Gordon Chibroski

# TEACHER TRAINING TAKES A NEW TURN

***The same old training methods and courses aren't going to prepare tomorrow's teachers for tomorrow's restructured schools. NEA is working to overhaul teacher education and put more meaning into college preparation.***

aration programs by linking them to the Association's National Center for Innovation. (See box on opposite page.)

A program at the University of Tennessee, Knoxville, is one of the other NEA grant recipients.

Like the USM program, the Knoxville program is a fifth-year internship. By majoring in liberal arts and minoring in education, undergraduates who want to be teachers qualify themselves for both graduate study in education and the "professional year."

The interns are assigned to schools throughout Knox County and surrounding districts. Like USM, the University sets general guidelines for the program, but schools have the autonomy they need.

Besides cooperating teachers, each school provides two or three faculty associates, who support the interns and advise them about their concerns.

English teacher Beth Kent of Knoxville's West High School is a faculty associate who also co-teaches an awareness course for interns.

"I teach the interns practical things they can't get from a text—like how to keep a grade book or how to deal with a certain student behavioral problem," she says.

The interns work with mentor teachers in three elementary schools.

**Fourth grade teacher Phyllis** Moore is a clinical instructor for the program at Amanda Arnold Elementary School in Manhattan, Kansas. Moore teaches fourth graders in the morning, then travels to the nearby Kansas State University campus to participate in and teach a science and math education course to the sophomores in the afternoon.

"These undergraduates aren't immersed in a school or given as much responsibility as fifth-year students would be," explains Moore.

"For example, at the beginning of the year they went into the schools for about an hour, one day a week, to observe science and math classes. Gradually, they increased their involvement by working on special projects, like student case studies.

"The biggest project for each was planning and sponsoring after-class science or math technology clubs for the elementary youngsters. Next year, as juniors, these students will conduct classroom lessons."

The sophomores will continue with the program through their senior year. When they graduate and have classes of their own, the mentor teachers and KSU faculty will be available to advise them.

Kansas State, like the University of Southern Maine and the University of Tennessee, Knoxville, has a history of working with teachers in classroom education programs. These programs were built on the success of earlier faculty-teacher collaborations.

The benefits of these collaborations often extend beyond involvement in the profession's future.

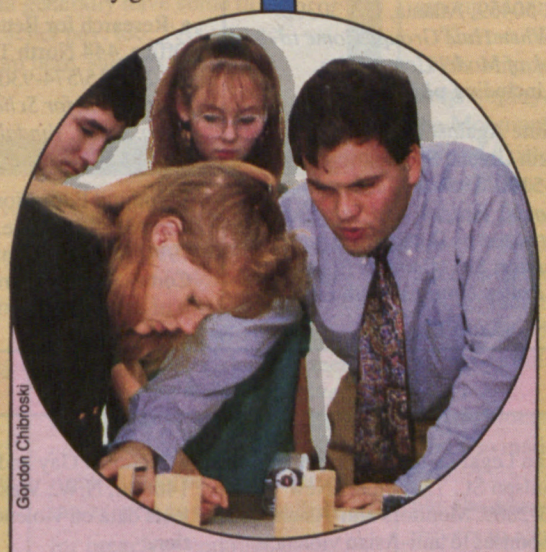
Maine teacher Mary Ellen Moon says she gets practical pluses, too—a full-time classroom aide, more time to work individually with students, and exposure to the latest education research.

"In the beginning of the year, our interns spend a lot of time observing what goes on in our classrooms," says Moon. "Often they see things that pass us by in the course of our busy day.

"More than once, an intern has raised questions about the way I do something or how I deal with a particular student. That makes me stop, think, and reevaluate what I'm doing."

Moon also mentions pluses for another group. "Let's not forget the youngsters," she says. "They get enthusiastic teachers, new lessons, and extra attention. Who wouldn't thrive on that?"

*—Diane Dismuke*



Gordon Chibroski

*Teacher intern Donald Glover helps eighth grade science students with a an experiment.*

HUMAN RIGHTS

# When Hate Turns Violent

***The number of reported hate crimes has escalated over the years. If your school's experienced hate-related incidents, here are some resources to fight back.***

What can you do when your students attack classmates who are different? Experts suggest that you question the students' motives, model and teach about tolerance, and get help from psychologists and social workers in your school system.

Wyoming's Sara Neyer follows this advice instinctively. "Why did you say that?" is the first thing she asks students who belittle others, no matter what race or ethnic group is involved.

A high school English teacher in Gillette, Wyoming, Neyer believes in confronting name-calling and other nasty behavior on the spot. "I never ignore the problem," she says. "And I never put a student down. In my classroom, we learn that problems can be acknowledged and corrected peaceably."

Maryland's Kevin Dwyer also confronts hate crimes—and helps his colleagues prevent them. A school psychologist for 29 years, he works with students and school employees in two Bethesda schools. Over the years, his student clients have included both the victims and perpetrators of hate crime.

According to Dwyer, the perpetrators who bully others or destroy property are emotionally needy. "Beneath the violence are alienated kids with low self-esteem—and family members with displaced anger who think minorities get opportunities they themselves didn't get."

Dwyer also gives school employees materials about prejudice, violence, and self-esteem.

Last summer, Dwyer carried his message to the NEA Representative Assembly. After delegates accepted the NEA Human and Civil Rights report on hate-violence, they directed NEA to publicize it here.

The abridged report appears below. These resources can help you prevent hate crime in your school or community.

*—Mary Faber*
*NEA Human and Civil Rights*

## Resources On Hate Crimes

### MATERIALS

- American Jewish Committee, Institute of Human Relations, 165 East 56th St., New York, NY 10022. 212/751-4000. *Skinheads: Who They Are and What To Do When They Come to Town*. Free.
- Anti-Defamation League of B'nai B'rith, Publications Department, 823 United Nations Plaza, New York, NY 10017. 212/490-2525. *1991-92 Audit of Anti-Semitic Incidents*. Free. *Crimes of Hate*, video and discussion guide. $50 plus $5 p&h.
- Center for Democratic Renewal and Education, P.O. Box 50469, Atlanta, GA 30302. 404/221-0025. *When Hate Groups Come to Town—Handbook of Model Community Responses*. $14, including p&h.
- National Institute Against Prejudice and Violence, 31 South Greene St., Baltimore, MD 21201. 301/328-5170. *Striking Back at Bigotry: Remedies under Federal and State Law for Violence Motivated by Racial, Religious, and Ethnic Prejudice*. $21. *Campus Ethnoviolence...and the Policy Options*. Both for $10, including p&h.
- North Carolinians Against Racist and Religious Violence, Box 240, Durham, NC 27702. 919/688-5965. *What Can We Do about Bigoted Violence: Twenty Questions and Answers for Victims and Their Advocates*. $5 plus $1 p&h.
- Southern Poverty Law Center, 400 Washington Ave., Montgomery, AL 36195. 205/264-0286. *Terror in Our Neighborhoods*. $1, including p&h. *Teaching Tolerance* magazine. Free.
- Research for Better Schools, Publications Office, 444 North Third St., Philadelphia, PA 19123. 215/574-9300, ext. 280. *Hate Crime: A Sourcebook for Schools Confronting Bigotry, Harassment, Vandalism, and Violence*. $18.95 plus $4.50 p&h.

Wyoming Education Association, 115 East 22nd St., Cheyenne, WY 82001. 307/634-7991. Wyoming Hategroup Project: "Love Comes in All Colors." $5 including p&h.

### ORGANIZATIONS

- Asian American Legal Defense and Education Fund, 99 Hudson St., 12th Floor, New York, NY 10013-2869. Monitors anti-Asian activities and responses to anti-Asian violence.
- National Association for the Advancement of Colored People (NAACP), 4805 Mt. Hope Dr., Baltimore, MD 21215. Helps develop coalitions and strategies for responding to hate-motivated violence.
- National Conference of Christians and Jews, 71 Fifth Ave., Suite 1100, New York, NY 10003. Assists in improving intergroup relations and resolving intergroup conflict.
- National Gay and Lesbian Task Force, 1734 14th St., N.W., Washington, DC 20009. Collects data on violence based on sexual orientation.
- U.S. Department of Justice, Community Relations Service, 5550 Friendship Blvd., Suite 330, Chevy Chase, MD 20815. Helps resolve community disputes based on race, ethnicity, or national origin.
- Young Women's Christian Association (YWCA) of the USA, 726 Broadway, New York, NY 10003. Works with national and local organizations on reducing hate violence.

WASHINGTON WATCH

# Healthy Kids, Healthy Schools

Senator William Cohen (R-Maine) says his colleague Jeff Bingaman (D-New Mexico) "is truly the leader on health education in the Senate."

Bingaman (right) proved the point recently by introducing a bill—the Healthy Students-Healthy Schools Act (S. 2191)—that would help local communities strengthen K-12 health education programs. Bingaman discussed the details recently with *NEA Today* staff writer Stefanie Weiss.

**Why push this bill now?**
Your readers know the stats: half the deaths in this country are related to lifestyle. Our children are learning all too well our bad health habits. Unfortunately, health education in most schools is an afterthought—if it's a thought at all. I believe health education must be a long-term core study, not just an isolated or single-topic course.

**Why put this responsibility on the schools?**
These health problems only really get fixed in the classroom and in the home. I remember, when my son was a first grader, he got it into his head that we had to wear our seat belts. I remember the day he stopped me from starting the car until we all had our seat belts on. He learned that at school, then he taught the whole family.

My hope is that all students will soon grow up in an atmosphere that promotes healthy habits. This bill—with the help of educators and parents—can make that happen.

**What will the Healthy Students-Healthy Schools Act do?**
The bill would establish an oversight office within the Department of Health and Human Services, where it belongs. Plus, it would create a council of experts to set health education goals for the country, provide grants to help schools meet those goals, and give awards to schools that succeed.

**What are the bill's prospects in the Senate?**
Organizations supporting the bill so far include the NEA, the American Academy of Pediatrics, the National PTA, among others. But there are a lot of bills vying for attention right now, so we'll need the help of your members to push this up the priority list.

Don't forget it's an election year. Health education's not on the President's agenda. It's not on the agenda of virtually anyone running for office this year. I say go to the candidates and tell them to put this on their agendas. That's our best chance.

# Local Look

ILLINOIS

## Winning Back Pay Over Lunch

**There's no such thing as a** duty-free lunch, eh? Don't try telling that to members of the Pontiac Elementary Education Association.

For five years, the wall-to-wall teacher-ESP local argued that its teachers were entitled, by state law, to a 45-minute duty-free lunch period, rather than the 30-minute period imposed by the district.

Ultimately, the courts agreed, ruling that "If schoolchildren were given a 45-minute school lunch period, then teachers were entitled to the same."

The victory was more than just desserts. A few months ago, 81 Pontiac teachers were awarded a total of $200,000 in back pay. Some teachers got checks worth nearly $4,000.

"This was a long, hard fight, but it made our local even stronger," says Ruth Semmens, teacher, grievance chair, and plaintiff in the class-action case.

CALIFORNIA

## Bargaining—Twice a Year

**The bargaining team for the** Teachers Association of Long Beach (TALB) negotiated not one, but two, contracts this year.

The first, a tentative agreement reached last spring, would have provided teachers with an 8 percent salary increase for each year of a two-year contract.

But when the economy worsened and education funds were jeopardized, the district said it couldn't afford the raise. Some TALB members were going to lose their jobs.

Facing two rough alternatives, TALB chose to give up part of the raise they'd just won. TALB members voted to go back to the bargaining table and seek a new pact that would protect jobs. The final settlement they reached will increase salaries by 4 percent in each year of the two-year agreement.

TALB President Jim Deaton says it was hard to give up half the salary increase, but seeing colleagues lose their jobs would have been much worse.

"We made the right choice," says Deaton. "Our members agree. They voted to ratify the contract 3,378 to 142."

IN RURAL PENNSYLVANIA

William French

*When anonymous anti-teacher folks in Brookville put up a sign asking real teachers to stand up, quite a few did. Among them: Brookville Area Education Association Vice President Trina Smith, President Kathy Wachob, and Secretary Clarinda Darr, backed by some of BAEA's 136 members.*

## A Local Stands and Delivers

The members of the Brookville (Pennsylvania) Area Education Association had to stand up a long time, bargaining more than a year to get their latest contract. The board rejected a factfinder's report twice and refused to submit to binding arbitration. BAEA kept up the pressure with a rolling strike that kept schools open all but four days.

In the end, even the school board had to concede that the BAEA members were real teachers. In March, BAEA signed a new contract raising average pay from lowest in Jefferson County's to right in the middle.

"I feel good about the profession at this point," says BAEA Communications Chair Carole Briggs. "But it's still hard to sell education to the community. Local folks just aren't aware of how shortchanged our youngsters are."

The Brookville area has been heavily hit by the recession. Its per-pupil expenditures are $4,900 lower than in Pennsylvania's best-funded school district. That's a difference of more than $120,000 for each class of 25 students.

Briggs says Jefferson County and northwestern Pennsylvania generally have some of the state's lowest teacher pay, too. "As you get farther away from here, salaries gradually rise," she notes.

COLORADO

## State Supreme Court Sides with Local

**In a precedent-setting case** decided this spring by the Colorado Supreme Court, the Jefferson County Education Association nailed down the right of a local Association to *not* have to choose between employees it represents when they have grievances that conflict.

A conflict arose when two teachers filed grievances relating to the same job in a new high school. Both based their claims to the job on JCEA contract language—one arguing "relative seniority"; the other, "significantly greater qualification."

JCEA pursued both grievances, the first one successfully—that teacher was placed in the position.

But when JCEA tried to bring the second grievance to arbitration, the school district got a district court to rule that once a grievance had been resolved, the Association could not advocate for the interest of the other teacher on the same issue.

JCEA found the ruling unacceptable. As Executive Director John Ward explained it: "That is not the role of an advocate organization. JCEA has a right and a legal duty to fairly represent all members of our bargaining unit, not to judge and choose among them."

With Colorado Education Association attorneys arguing the case for arbitration, JCEA won in the Colorado appellate court and in the Colorado Supreme Court when the school district appealed the case there.

As for the teacher involved in the second grievance, the high court decision underscored her right to have an arbitration hearing as well as to sue the district for breach of contract.

DELAWARE

## Teachers Find Better Solution

**Who's responsible when a student** fails? Two years ago, the Lake Forest school superintendent blamed teachers and established a program that would punish teachers with "too many" failing students in their classes.

Once identified, those teachers would receive unsatisfactory comments in performance evaluations and would have to work with their principals to reduce the number of *D*'s and *F*'s in a marking period.

"The administration's solution was to discipline the teachers, not try to help the students," recalls LFEA President Cindy Kramer. Lake Forest Education Association members knew that wasn't sound education policy. LFEA filed a grievance.

The grievance got results—the school board asked LFEA to draft its own plan to reduce student failures. The Association's answer: an Early Intervention Program that identifies students who aren't achieving, the reasons why, and intervention techniques that may help.

The Lake Forest Board approved the plan, and schools will start putting it into practice.

MAINE

## Labor Board Backs Support Staff

**The Maine Labor Relations** Board (MLRB) has thrown the book—a 70-page decision—at the administration of the Monmouth schools. The charge: trying to crush union activities among Monmouth support staff.

The trouble started back in 1989, when management tried to keep employees from organizing the Monmouth School Bus Drivers and Custodians/Maintenance Association.

Later the administration unilaterally required bus drivers to attend a two-day rally or be fired. And in fact, the administration did fire one driver who knew the order was unlawful and refused to obey.

The Monmouth administration also made unilateral changes in working conditions. For example, the administration required drivers to abandon a 20-year practice and to park their buses at school instead of at home.

Stop that right now, said the MLRB. You can't threaten employees for exercising their collective bargaining rights. You can't make unilateral changes in working conditions.

And, ordered the labor board, repay your support staff for any damage they suffered.

# State Side

VIRGINIA

## Elections At Last

**For years, Virginia had the** dubious distinction of being the only state that prohibited school districts from having elected school boards. Now it's taken the first steps to get out from under this undemocratic label.

In April, Gov. Douglas Wilder signed a bill allowing the state's localities to elect their school boards. His action signaled victory in a 16-year battle against the prohibition of elected boards. But there's still one hitch: The elected school boards will not be able to levy taxes. A constitutional change is required to give the boards fiscal authority.

Immediately after the signing, organizations across the state launched a series of petition drives to put the tax issue on the November ballot.

"The easy part—gaining the right to elect school boards—is behind us," says VEA President Robley Jones. "The tough and critical battle—electing the best people and empowering the local board with taxing authority—is still ahead."

MINNESOTA

## MEA Members Endow Foundation

**Minnesota teachers with good** ideas for change have a new place to look for funding to make those proposals reality—their own state Association.

Delegates to the Minnesota Education Association's annual meeting recently voted to establish the MEA Foundation for Excellence in Teaching and Learning to encourage and fund education improvement programs in the state.

"By creating and endowing this foundation, we say to the world that teachers and faculty are the critical elements for education improvement at all levels," says MEA President Robert Astrup. "And we emphasize the commitment MEA members have to meaningful education reform."

MEA's 45,000 members will be assessed $5 per year for the next three years. This should allow MEA to create an estimated $500,000 endowment by 1995.

In addition to handling legislative and professional matters, the 600 delegates at the annual meeting voted to continue merger discussions with the Minnesota Federation of Teachers.

TODAY'S KIDS

## For Better, For Worse

By some measures, today's kids are doing better than, say, 10 years ago. But according to the latest KIDS COUNT profile, children's well-being on seven of nine measures declined during the 1980s.

More kids are poor today than a decade ago; more babies are born underweight. Graduation rates are standing still.

On one measure, infant mortality, we're doing better. From 1988 to 1989, the number of deaths per 1,000 live births dropped from 10 to 9.8. Still, babies in 21 nations have a better chance of surviving than babies in the U.S. Japan's rate, 4.59 deaths per 1,000 live births, ranks best in the world.

Below: each state's infant mortality rate.

| State | Rank | Rate |
|---|---|---|
| Alabama | 48 | 12.1 |
| Alaska | 20 | 9.2 |
| Arizona | 20 | 9.2 |
| Arkansas | 34 | 10.2 |
| California | 12 | 8.5 |
| Colorado | 15 | 8.7 |
| Connecticut | 16 | 8.8 |
| Delaware | 47 | 11.8 |
| Florida | 30 | 9.8 |
| Georgia | 49 | 12.3 |
| Hawaii | 10 | 8.3 |
| Idaho | 29 | 9.7 |
| Illinois | 46 | 11.7 |
| Indiana | 34 | 10.2 |
| Iowa | 10 | 8.3 |
| Kansas | 16 | 8.8 |
| Kentucky | 20 | 9.2 |
| Louisiana | 44 | 11.4 |
| Maine | 3 | 7.4 |
| Maryland | 38 | 10.3 |
| Massachusetts | 4 | 7.7 |
| Michigan | 41 | 11.1 |
| Minnesota | 2 | 7.1 |
| Mississippi | 45 | 11.6 |
| Missouri | 31 | 9.9 |
| Montana | 42 | 11.3 |
| Nebraska | 5 | 7.9 |
| Nevada | 9 | 8.1 |
| New Hampshire | 6 | 8.0 |
| New Jersey | 25 | 9.3 |
| New Mexico | 12 | 8.5 |
| New York | 39 | 10.6 |
| North Carolina | 42 | 11.3 |
| North Dakota | 6 | 8.0 |
| Ohio | 31 | 9.9 |
| Oklahoma | 12 | 8.5 |
| Oregon | 18 | 8.9 |
| Pennsylvania | 34 | 10.2 |
| Rhode Island | 34 | 10.2 |
| South Carolina | 50 | 12.8 |
| South Dakota | 28 | 9.6 |
| Tennessee | 40 | 10.8 |
| Texas | 20 | 9.2 |
| Utah | 6 | 8.0 |
| Vermont | 1 | 6.9 |
| Virginia | 33 | 10.0 |
| Washington | 20 | 9.2 |
| West Virginia | 26 | 9.4 |
| Wisconsin | 19 | 9.1 |
| Wyoming | 26 | 9.4 |

Source: National Center for Health Statistics

RHODE ISLAND

## Relief for Schools—And Taxpayers

**Rhode Islanders face a severe** loss of public services. In the public schools, that's meant some districts sending layoff notices to half their employees, while others propose to keep the schools open until the money runs out.

Hard-pressed taxpayers won't stand for another increase to bail out the state budget. Is there no way out of this?

There's a way, says NEA-Rhode Island. The state's tax structure is so unfair that the tax rate for the poorest 20 percent of Rhode Islanders is 50 percent higher than that of the richest 1 percent, according to the Washington-based Citizens for Tax Justice.

"Gov. Sundlun is shifting the tax burden to local communities," says NEARI President Harvey Press, "on the backs of those who can afford it least—the poor and working class."

NEA-Rhode Island has joined with the Ocean State Action coalition in developing a tax reform plan, designed to raise more than $60 million in new money and, at the same time, give working families some tax relief.

NEARI leaders have been familiarizing the education community and local government with the proposal, currently before the legislature.

ALASKA

## It's Okay To Bargain

**For members of NEA-Alaska,** the timing of a vote in the legislature was nearly perfect.

Governor Walter Hickel had just vetoed a bill to give collective bargaining and striking rights to public employees. In just five days, state legislators would decide whether or not to override that veto.

Those five days just happened to coincide with NEA-Alaska's annual fly-in, a time when some 90 Association activists from all over the state meet in Juneau to do some serious lobbying.

And lobby they did—working jointly with AFL-CIO members who felt they might be next on the governor's hit list.

The lobbying effort paid off when the state legislature voted to override the governor's veto. For school employees, the new legislation replaces a temporary law, passed in 1990, that granted them the right to bargain and strike. The temporary measure is due to expire in June.

MISSISSIPPI

## Educators Rally

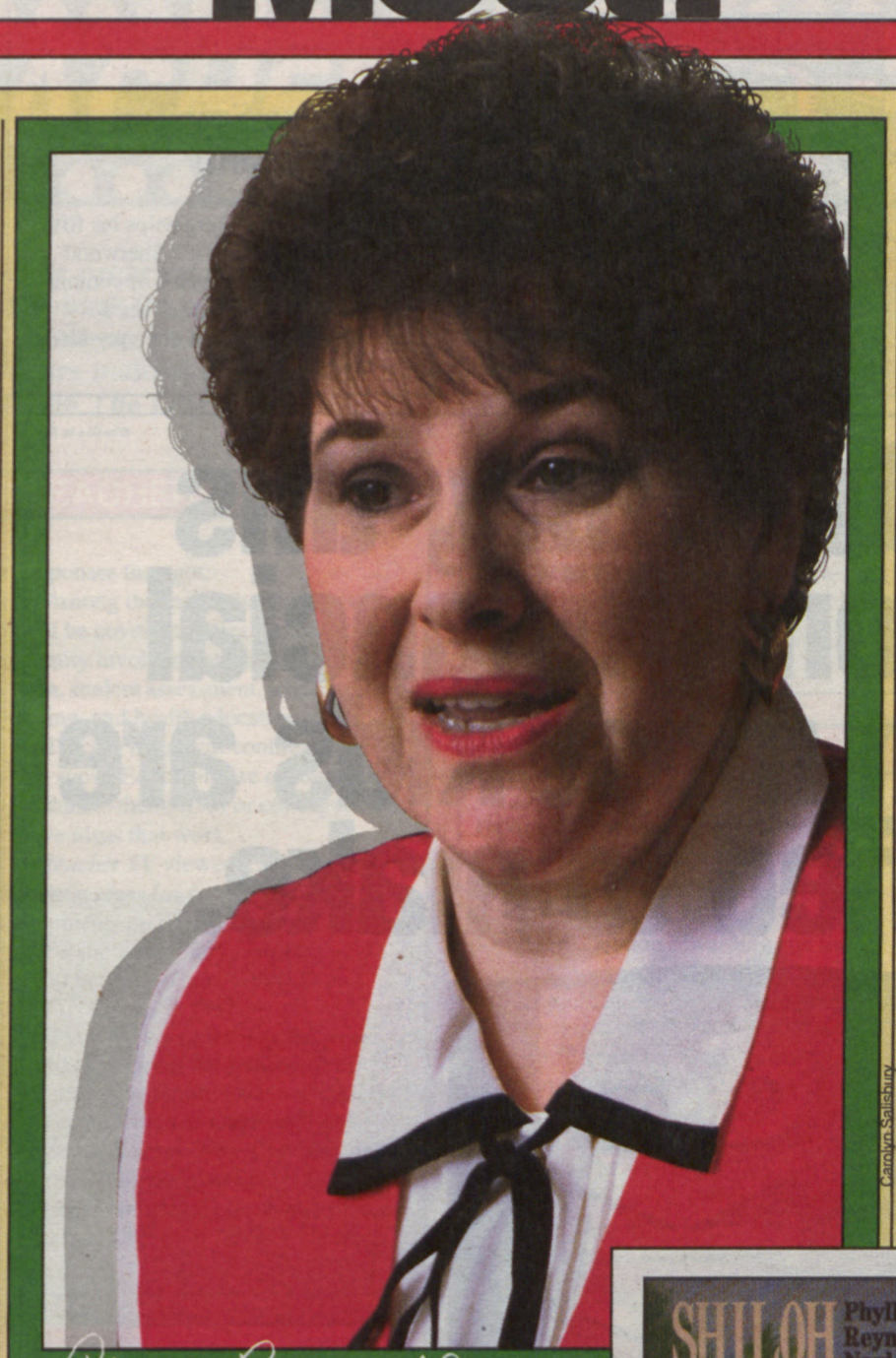
**Citing laws requiring educa**tors to report suspected child abuse or neglect, MAE President Joyce Arceneaux called on 2,500 members rallying at the state capitol to turn in "the Mississippi Legislature and Gov. Kirk Fordice.

"The cuts already made to an underfunded education system and the threats of curtailing even the most minimal programs for our public school children," Arceneaux said, "are proof enough that neglect and abuse are being perpetrated on our students and our future."

In the last few years, Mississippi schools have lost $40 million in state education funding. In April, more than 500 teachers and support employees received RIF or nonrenewal notices. Without new revenue, that number could climb higher.

At press time, MAE lobbyists and members were pressing state legislators to pass any and all measures that could lead to full

# Meet:




# Write from The Heart

*Every morning after breakfast, Phyllis Reynolds Naylor heads for her writing room. For the next six hours, she writes—the same way she's written more than 60 books over the last 30 years: one chapter at a time, two drafts in longhand followed by several more on her personal computer.*

*Using this method, Naylor's produced reading treasures for children, teens, and adults: books like* **Night Cry, Alice in Rapture, Sort Of, Maudie in the Middle,** *and* **Beetles, Lightly Toasted.**

*Naylor's most recent book,* **Shiloh,** *won the 1992 Newbery Medal, the American Library Association award for the year's best-written children's book. Her latest work,* **All But Alice,** *will be published by Atheneum this month.*

*Naylor may not be a stranger to NEA veterans. In 1959, she wrote a regular column for the* **NEA Journal.** *Titled "The Light Touch" and based on Naylor's early teaching experience, the column was a light-hearted look inside a teacher's mind.*

**NEA Today** *writer Anita Merina recently visited Naylor at her home in Bethesda, Maryland.*

**What motivates you to write?**
Another writer once said, "All writing begins with an irritation." That's how it is with me. It's a feeling that I want to say something, an issue I want to work out for myself, a worry I want to work through. I do all of that by writing.

**What about your characters? Where do they come from?**
All good writers are good observers. I try not to write about people I know, but I do use pieces of their personalities.

My two sons, for example, can find themselves in my books, no matter how I change the characters' appearances or situations. They've been a great help over the years.

**How have they helped?**
Sometimes I had them help me write a scene or check a chapter for authenticity. Once I gave my older son $20 to set up a poker game just so I could sit in a corner and watch how it's done. Another time, I watched my son and his friends lift weights to find out what they do and say.

**Some of your books have been banned. How do you feel about that?**
My witch books have been banned in some places, and yet I've had people tell me that the stories—and that's what they are—got many children reading.

The banning is scary. With very few exceptions, the people most vehement about my books haven't read them.

I had a mother come up to me furious because her young son had bought his 25-year-old sister one of my books that discusses a young man's first sexual experience. She said she was going to the media and "tell them all about my books and how they should be banned."

I asked her if she'd read the book.

"No."

Was she going to read it? "No."

"Well, as the author, may I tell you what happens?"

"No."

In the book, the boy decides he's been a heel and won't do this again. These books can't be helpful to people who don't read them.

**At the other extreme, what was it like to win this year's Newbery award?**
I was delighted, stunned. But winning's also changed everything. It's very stressful—my brother says that on the stress scale, winning a national award is equal to the death of a parent. I'm just trying to get through the mail every day, and that's really cut into my writing time.

**Do you get many letters from kids?**
I get some wonderful letters from kids who respond to something they've read in my books. They'll write, "I can't believe you had this character die. I even went into my brother's bedroom to see if *he* was okay." Or they'll share something they've experienced, or a funny memory.

Since this is going to teachers, I'd like to make one request—and I know I speak for many writers. One thing that really distresses us is the tons of generic mail—letters that come in huge manila envelopes from schools.

Many of the letters have personal addresses, so I feel I have to answer each one, even though they're all the same. They say, "My name is x. I have so many cats, so many dogs. My favorite character is x. Please answer the 10 questions in this letter."

Then I'll have a few that say, "I'm only writing because I have to."

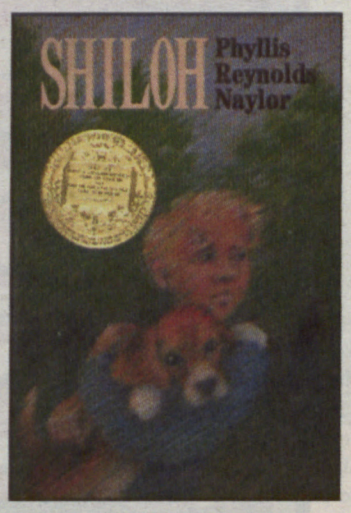
Isn't there a grandmother, or a friend, or someone else they'd rather write to? If they really want to write to me, that's fine, but that's a different type of letter altogether.

**You often visit schools. What do you tell students?**
I tell them how I began writing at an early age, how I published my first story at 16, how I went through many rejections but kept writing.

Then I take them through every stage of publishing a book—the writing, the editorial process, the printing. By the end, they know all about me.

**How would you like teachers to use your books?**
I'd like a teacher to bring one of my books to class, tell the class if she really loved it, and then read it, a chapter at a time, and enjoy it. I've had letters from students saying that when their teacher read one of my Alice books, she was laughing so hard she had tears in her eyes. That impressed them. I want students to see books as something to enjoy—something to help them over the rough spots in their lives.

**How about the library/media specialists who work with your books?**
I know many wonderful librarians, and I know children trust them when they ask, "What is a book I'll love?" Very often, a librarian reads a book and sets it aside with certain children in mind. Kids learn to trust their choices.




**What do you think of children's literature today?**
I think it's wonderful. I can't think of a single topic that can't be covered—the only requirement is that the subject be dealt with honestly and from a child's perspective.

**What's your advice to young writers?**
Write the story only you can write—something you really love or feel. Too many beginning writers try to write about something they don't know, like robberies, or travel to the moon. They can write about a young boy who really wants to write, or excel. This would ring true. Get them looking to their own life for tidbits and local color.

**What children's books do you recommend?**
Gary Paulson's *Hatchet*. Larry Callen, a Louisiana writer I love, wrote *Pinch* and *The Deadly Mandrake*. Of my own, I'd recommend any of the *Alice* books, *Beetles, Lightly Toasted*, and *Maudie in the Middle*, a book I wrote with my mother.

# IDEA EXCHANGE

## Getting To Know Your Students

Would you like to know your students better? Kentucky teacher Cheryl Bowers, of Crittenden County Elementary School in Marion, has one good way.

Each week, on a designated day, Bowers invites four of her second graders to eat lunch with her at a table in the classroom, talking about anything they want.

Not only does Bowers get to know each child individually as the students rotate turns, but eating lunch with the teacher makes the youngsters feel special.

## Creating a Spirit Of Community

Illinois teacher Carl Berg helps his fifth graders at Highland Park's Sherwood School learn the importance of community by living it. The kids create a community of homes out of empty refrigerator boxes.

After discussing personal responsibility and how to work cooperatively, Berg's students use scissors, paper, and paint to transform the cartons into single, double, and duplex houses. Then they share a "home" with up to three classmates.

For the next 12 weeks, the students do all their independent assignments in their "homes." The community takes on new identities relative to classwork: for study of the Constitutional Convention, for example, each house becomes a colony.

Berg's philosophy: "Children work better when they feel good about themselves and their environment."

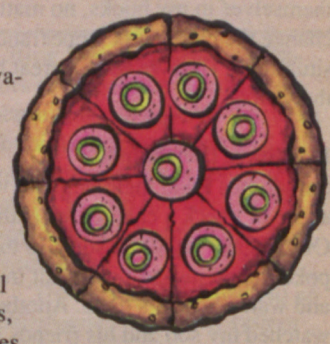
## Take P.E.—and Read

Teachers of all subjects should encourage kids to read, says Kansas physical education instructor Todd Russell. Putting his principle into practice, Russell has initiated a magazine Read and Return Box in the multipurpose room at Woodland Elementary School.

Russell puts old issues of *Sports Illustrated, Sport Magazine, Soccer America,* and other sports magazines in the box for students to borrow, read, and return. The magazines circulate until they're wrinkled, tattered—and worn right out.

"Not only does the box send a message that reading is important in every subject," says Russell, "but often the stories reinforce something we've studied in class."

## The Incredible, Edible Cell



When Pennsylvania biology teacher Pamela Foster teaches about cell structures, she divides her tenth graders at David L. Swartz Intermediate High School into groups and asks each to build an edible cell. A cell base might be pizza dough, a cake, or maybe a tortilla shell.

The base of an animal cell must be circular; the base of a plant cell, square or rectangular. Everything on the base must be edible and represent a cell structure.

If pizza crust forms the base, some sauce could represent the cytoplasm, a slice of salami placed near the center of the cell could represent the nucleus, and an olive could be the nucleolus.

Each group makes a poster representation, then creates its cell during one class period. The real fun comes afterward: the kids get to eat their creations.

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# Unfortunately, this is the only financial decision most kids are qualified to make.

Fortunately, there's something you can do about it. Get "Choices and Decisions: Taking Charge of Your Life"—an innovative program that lets students learn the realities of financial decision-making.

Through the use of your computer system, videodisc player and TV monitor, kids can make decisions for on-screen characters and see the final outcome of their choices—good or bad. In the process, they'll discover how to achieve their own financial goals.

They'll learn comparison shopping, applying for a loan and managing checking and credit-card accounts. All in a simple, educational and entertaining way. Created in a joint effort between Visa and LucasArts Learning, Choices and Decisions includes computer software, lesson plans, outlines and activities for both interactive and paper-based learning. The program is also available for both Macintosh and IBM system formats and is offered at no charge.

So do something good for your students. And their parents. Order Choices and Decisions today. Just call 1-800-235-3580 for more information. Because although your students know how to spend money, it's time they learned how to use it.

CHOICES & DECISIONS
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NOW SHOWING

# TV....TEACHER TV....TEACHER

**_Teacher TV_, a weekly magazine-style program co-produced by NEA and The Learning Channel, is back for a 13-show run, taking viewers to schools where excellence in education is evident, where dedicated teachers are making a difference. Watch for it Sundays at 6 p.m. ET on The Learning Channel.**

## A FIRST FOR TEACHERS

*Teacher TV* is the first television program of its kind—for teachers, by teachers, about teachers. A unique source of professional development and information, *Teacher TV* features candid profiles of real teachers, schools, and communities that are challenging the status quo.

The program includes coverage of education trends, ready-to-use tips and teaching strategies, and timely issues. A segment of each show points viewers in the right direction for more information.

Each of the 13 weekly shows will air once, but viewers can record the shows and create their own video library.

The first six shows and the one-hour pilot show will be reshown over the summer.

*Teacher TV* was launched more than a year ago when researchers surveyed over 2,000 NEA members nationwide on their concerns. The topics selected by *Teacher TV* producers reflect the responses they got.

Among the topics that have been or will be covered: critical thinking, community involvement, student motivation, student assessment, school restructuring, and health education.

Teacher input will continue to drive the show. Educators are encouraged to nominate themselves or colleagues who have ideas that work.

*Teacher TV* viewers can phone or mail in ideas for future shows or comments on episodes they've seen. For a show summary, call 800/229-4200 between 9 a.m. and 4:30 p.m. (ET), Monday to Friday.

If you have a great idea, but need $300 to get it off the ground, *Teacher TV* may have a mini-grant to help.

For information about applying, write NEA *Teacher TV* Coordinator Barby Halstead-Worrell at NEA Center. Submit your idea. Follow your dream. You may become a *Teacher TV* star.

## SO FAR . . .

*Teacher TV* kicked off its premiere season on April 19 with the first of this spring's eight half-hour shows. The first theme to be explored: classroom technology.

*Teacher TV* crews went on location to California, Nebraska, New Jersey, Pennsylvania, Virginia, and Washington State to see how educators are using technology to enhance students' learning.

There's Jim Bell, a middle school science teacher in Berwyn, Pennsylvania, describing how technology has given him "another teacher in the classroom." The result: his classes' averages have reached the highest levels in his 29 years of teaching.

One of Bell's "secrets": videodisks linked to computers give his students nearly instant access to course material.

Next the camera turns to Falls Church (Virginia) High School, where teachers use technology to help students with physical disabilities.

Across the country, teachers demonstrate how they're using technology to communicate with each other. At Cougar Valley Elementary in Silverdale, Washington, everyone on staff has a computer and all are linked.

The April 26 episode focused on training new teachers for today's and tomorrow's classrooms.

*Teacher TV* takes you to Maine, where educators are using an extended teacher education program—a one-year hands-on internship. Pan to Tennessee, where a seminar called BEST (Beginning Educators can be Star Teachers) helps first-year teachers get their bearings.

Sound intriguing? There's more. *Teacher TV* weaves helpful resources throughout each show. A resource spot might explain that the NEA Professional Library offers books on, say, learning styles and follow up with ordering information.

Other spots between major segments might offer resources where teachers can get information on such topics as epilepsy, vision and schools, or bus safety.

In other words, *Teacher TV* is about as complete as you can get—a mix of real slices of classroom life, plus lots of resources, too.

## LOOKING AHEAD

Topics and projected dates for the rest of this season's programs are as follows.

- Design a School (May 3)
- Interdisciplinary Teaching (May 10)
- Parental Involvement (May 17)
- Business and Education (May 24)
- Peer Coaching and Intergenerational Learning (May 31)
- Whole Child, Whole Village (June 7).

**FALL TOPICS**

The new season of shows starts October 4 with the first of five brand-new programs. The following topics are among those slated for *Teacher TV* coverage in the fall:

- Economics of Education
- Alternative Assessment
- What Should We Teach?
- Curriculum Innovations
- Time
- The Changing Role of Schools.

## WHAT THE STARS ARE SAYING

Having a camera in your classroom can prompt excitement, anxiety, and a bit of awkwardness. But most teachers are used to center stage. In fact, some have found the attention rewarding and the potential enormous.

For the May 3 show on designing a school, *Teacher TV* visited Travis Heights Elementary in Austin, Texas.

Carlos Gonzalez, a third grade teacher pictured here with one of his students, describes how he felt about being a part of the show. "I really developed a sense of worth in being a

teacher. I want people to know what a good job we're doing."

Gonzalez says he's now seeing the fruits of his starring role—people look to him as an authority, value his opinion, and want his help.

For Gonzalez, "These are exciting times. A terrific network is only just beginning. So many changes will take place in the next 10 years."

In another episode, Cougar Valley Elementary head custodian Jim Mehrens is proud to show off how a computer network links the Silverdale, Washington, school's 50-person staff.

"It used to take me two days to process work orders," Mehrens says. "Staff members used to have to hunt me down to get help in emergencies. Now they send me a message via electronic mail—and I can get to them right away.

"If seeing is believing, then people who see this show will want to put a similar network in their schools," he adds. "It works."

Back in Texas, fourth grade teacher Cindy Dodge admits she was nervous about being videotaped—but eager to share what's happening in her school.

"Sharing's what it's all about," Dodge says. "We've been isolated from each other too long."

So if you want to know what your colleagues around the country are up to, watch *Teacher TV*. It's breaking down walls, opening doors, and calling your name.

## ON LOCATION

Places *Teacher TV* has taped:

Mesa, Arizona; Daly City and San Merino, California; Tampa-St. Petersburg, Florida; Indianapolis, Indiana; Des Moines, Iowa; Stanton, Kentucky; Gorham, Scarborough, and Wells, Maine; Lexington and Rockport, Massachusetts; Omaha, Nebraska; Burlington and Cherry Hills, New Jersey; Greece, New York; Berwyn, Pennsylvania; Ashland City, Soddy-Daisy, Columbia, and Chattanooga, Tennessee; Austin, Texas; Bern, Switzerland; Fairfax, Virginia; Bellevue and Silverdale, Washington.

## GETTING TLC

If you get cable TV but your cable company doesn't offer The Learning Channel (TLC), call 800/443-1212 for the name and address of the cable company that serves your area. Then write the general manager and ask the company to subscribe to TLC.

Get a campaign going. Cable systems listen to viewers. Public demand will encourage cable operators to add TLC to their "basic service" list.

WHITE HOUSE PANACEA . . .

# CHOICE

***It's the year 2000, Dan Quayle is President, and public education as we know it has virtually disappeared. In its place: a system that encourages parents to move their children—and public tax dollars—to private schools.***

Could public education as we know it disappear by the year 2000? The notion sounds far-fetched. But make no mistake. Our system of free public schools for all is in danger. For the first time in modern American history, significant national leaders and academics are questioning the value of public education, as traditionally defined.

These critics call their alternative "school choice," the idea that schools ought to have to compete for students. Some choice proponents believe that any schools that attract students, even if private, should receive public tax dollar support.

School choice today means different things in different places.

In Minnesota, for example, choice means parents can send their kids out of their own school attendance areas to any public school in the state. Enrollment boundaries don't exist.

Minnesota has also enacted a "charter school" law. A half dozen other states are considering similar proposals. Under these proposals a group sets up its own school. The state issues a charter—a piece of paper acknowledging the school's existence—and the charter school is up and running, financed by public dollars.

Choice, of course, has existed within individual school districts for many years. Magnet school programs are examples of educationally valuable choice. The value of choice proposals like these isn't in question.

What endangers public education isn't choice as a value. What endangers public education is the wholesale shift of public funds to private and parochial schools advocated by today's most vocal "choice" proponents.

To illustrate just how private school choice might develop over the next several years, we present the scenario at right. These events could take place—if the private school choice movement is left unchecked. But the movement towards private school choice can be checked.

Local community residents, working with NEA members, can challenge and defeat proposals that funnel public tax dollars into private schools. We can take steps now to secure real reform and school funding that will benefit all children.

Read on. The choice is ours.

*—Anita Merina*

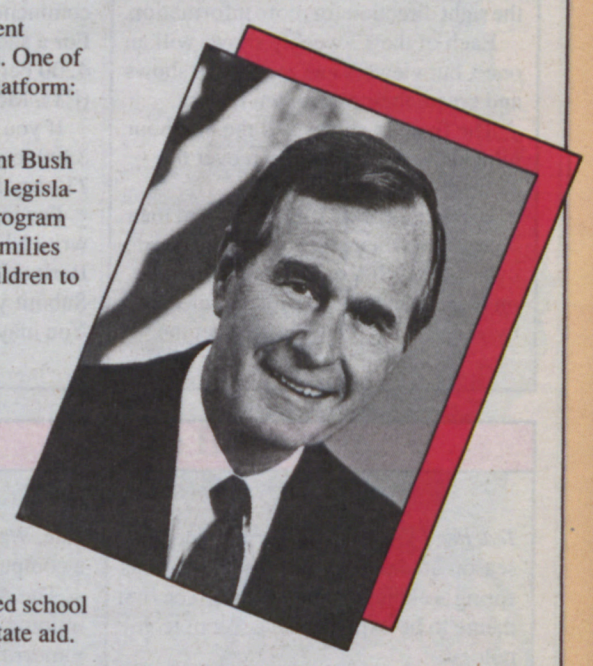
## Is This Our Educational Future?

***November 1992:*** President George Bush is reelected. One of the cornerstones of his platform: private school choice.

***February 1993:*** President Bush pushes through Congress legislation that creates a pilot program that offers low-income families vouchers to send their children to private schools.

***September 1993:*** Federally funded pilot choice projects begin in 50 cities around the country.

***December 1993:*** The exodus of students from public schools in pilot project districts costs already financially strapped school systems $103 million in state aid.



***June 1994:*** Three dozen school boards in 15 states announce agreements to contract out administrative responsibilities to private management companies.

***September 1994:*** The White House declares private school choice pilot a success and wins congressional approval to convert entire $8 billion federal budget for Chapter 1 compensatory education into vouchers redeemable at private schools.

**Current Reality is Scary Enough: "Whether a school is organized by privately financed educators or town councils or religious orders or denominations, any school that serves the public and is held accountable by the public authority provides public education." George Bush, November 1991**

***September 1995:*** The Associated Press reports that 8,722 new private schools are opening their doors as students start the new school year.

***February 1996:*** Michigan becomes the 27th state in the nation to enact a "charter school" law. The Michigan legislation allows any community group to start a school and receive public tax support.

***April 1996:*** Some 337 public school districts announce fiscal bankruptcy and end their semester early.

***November 1996:*** With public support for public education at record public opinion polls lows, Dan Quayle is elected President on a platform urging general tax incentives for businesses that create for-profit schools.

FOR AMERICA'S SCHOOLS

# ICE

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***If families could use public tax dollars to send their children to any school they choose, what sorts of schools might emerge? Might some schools, like these, start marketing to family fears and fantasies?***

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### Sports Track Tech
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Do you want to give your child an all-star future? If your child has the athletic skill, we have the school for you!

At Sports Track Tech we offer:

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- The latest in training and sports medicine technology.
- Classroom instruction tailored to avoid distracting your child from athletic training schedules.
- Mental conditioning guaranteed to give your child that competitive edge.

## The Story So Far

How did the situation get to the point where some of the nation's leaders—led by the President—are offering private school choice as a panacea for the problems that face education? Here's a timeline that shows how the idea of private school choice has gained momentum.

***1980:*** Ronald Reagan is elected in a landslide victory and begins to campaign for vouchers providing public funds to private schools. Polls show that only 33 percent of the American people support vouchers.

***1985:*** Education Secretary William Bennett says turning the Chapter 1 program into vouchers "will give students from less fortunate environments the chance to choose private schools." He coins the term "parental choice."

***1988:*** George Bush campaigns for President advocating choice within the public school setting. Once elected, his new Administration makes private school choice a key piece of his educational policy. Public support for vouchers reaches 44 percent.

***1989:*** U.S. Secretary of Education Lauro Cavazos holds series of regional meetings on school choice.

***1990:*** In *Politics, Markets, and America's Schools,* authors John Chubb and Terry M. Moe argue that education will only improve when existing public schools must compete for students with non-public schools.

***1990:*** The Wisconsin legislature approves a pilot voucher plan that allows 1,000 low-income students to attend private, nonsectarian schools.

***1991:*** Massachusetts enacts a choice program and poor school districts lose hundreds of thousands of dollars to more affluent school districts.

***November 1991:*** Minnesota approves the request of a private school to become a charter school and receive tax dollars.

***December 1991:*** Pennsylvania legislature rejects a voucher bill. Key is a well-organized, broad-based coalition of educators and parents who convinced lawmakers that private school choice would drain millions from public school budgets.

***February 1992:*** President Bush's new budget proposals support public funds for private schools.

***March 1992:*** In Indianapolis, the Golden Rule Insurance Company sets up its version of "choice," a voucher system that allows hundreds of children to apply for small grants for private school education. Students leaving for private schools cost public schools $1.6 million in state aid.

***April 1992:*** Group advocating the privatization of California's public school system pumps millions of dollars into a campaign to place a private school choice initiative on the state's November ballot.

***Today:*** Latest polls show that 51 percent of Americans support vouchers.

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For complete information and an Enrollment Form, return the coupon or call NEA Special Services toll free at **1-800-637-4636.**

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I hereby certify that I am an NEA-Retired member in good standing and that I am 55 or over. Yes ☐ No ☐

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Oakland, MD 21550-9972

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# RESOURCES

## TV Tips

**Nickelodeon Special Edition: A Conversation with Magic**—*Nickelodeon Channel, Monday, May 11, 5:30-6 a.m. ET. Repeat broadcasts on Tuesday, May 12; Wednesday, May 13; Monday, May 18; Tuesday, May 19; and Wednesday, May 20; 5:30-6 a.m. ET.* Former National Basketball Association star Magic Johnson, who recently tested positive for HIV, talks with kids about the virus, AIDS, and emotional challenges facing him, his family, and his friends.

This is a Nickelodeon Cable in the Classroom broadcast, which means that educators may tape the program and use the tape for six months. For a transcript, send $5 to Journal Graphics, 1553 Grant St., Denver, CO 80203 (800/342-AIDS).

**Millennium: Tribal Wisdom and the Modern World**—*PBS, Mondays, May 11-June 8, 8-10 p.m. ET.* Five-part series visits 22 countries to explore different world perspectives and common values that hold many tribal societies together.

PBS is supplying the social studies department in every U.S. high school with a viewer's guide and a teacher activity booklet.

**3-2-1 Contact: What Kids Want To Know About Sex and Growing Up**—*Wednesday, May 13, 8-9 p.m. ET.* Animation, music, and Q&A between kids and sex education experts aim to initiate conversations about maturity and sexuality between parents and children. For a parent's guide, send a check or money order for $2.25 to Parent's Guide, Box 40, Vernon, NJ 07462.

**Audubon: The Environmental Tourist**—*TBS, Sunday, May 17, 10-11 p.m. ET.* An in-depth look at a new trend in travel—ecotourism—that builds respect for the environment.

**Schoolbreak Special: No Means No**—*CBS, Tuesday, May 26, 4-5 p.m. ET.* Drama about a young teenage girl who's attracted to a high school senior, but feels uncomfortable about his aggressive sexual advances.

Tony Esparza/CBS

**Jungle Book**—*Disney Channel, sometime in May; check local listings for dates and times.* Animated classic film about the adventures of an Indian boy raised by wolves.

Disney Channel

**First Flights**—*Arts & Entertainment, Mondays, June 1-22, 7-8 a.m. ET.* Former astronaut Neil Armstrong hosts this four-part series giving a test pilot's view of aviation history.

Pmt. Ltd.

**Afterschool Special: Testing Dirty**—*ABC, Thursday, June 4, 4-5 p.m. ET.* The story of a straight student who tests positive for drugs and a drug abuser who tests negative.

### Watch for *Teacher TV*

**Teacher TV**—*Learning Channel, Sundays, May 3-June 7, 6-6:30 p.m. ET.* Continuing series about teachers and education. Tentative topics and themes include business and education, teacher-designed school programs, and interdisciplinary teaching. (See page 11 for more details.)

*These listings are provided by KIDSNET, a computerized clearinghouse for children's TV and radio in Washington, D.C.*


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# People

## Dem Bones, Dem Bones

Richard Nowitz

One day about 9,000 years ago, a group of 40-year-old male mammoths were grazing in the Black Hills of South Dakota. Spying steamy hot springs set in lush vegetation, they headed closer for a green, leafy snack.

It was to be their last meal. The area was surrounded by slippery spearfish shale, and the huge, elephant-like animals—12 to 14 feet tall, weighing six to eight tons each—slid dozens of feet down. Trapped, they vanished from the face of the earth...

...until, some nine millennia later, a bulldozer operator digging the foundation for a condo complex in Hot Springs hit tusk.

Enter Kent City, Michigan, teacher **Ken Aldrich** (above left). A self-described "amateur archeologist and geology groupie," Aldrich joined a team of Earthwatch volunteers for two weeks last summer.

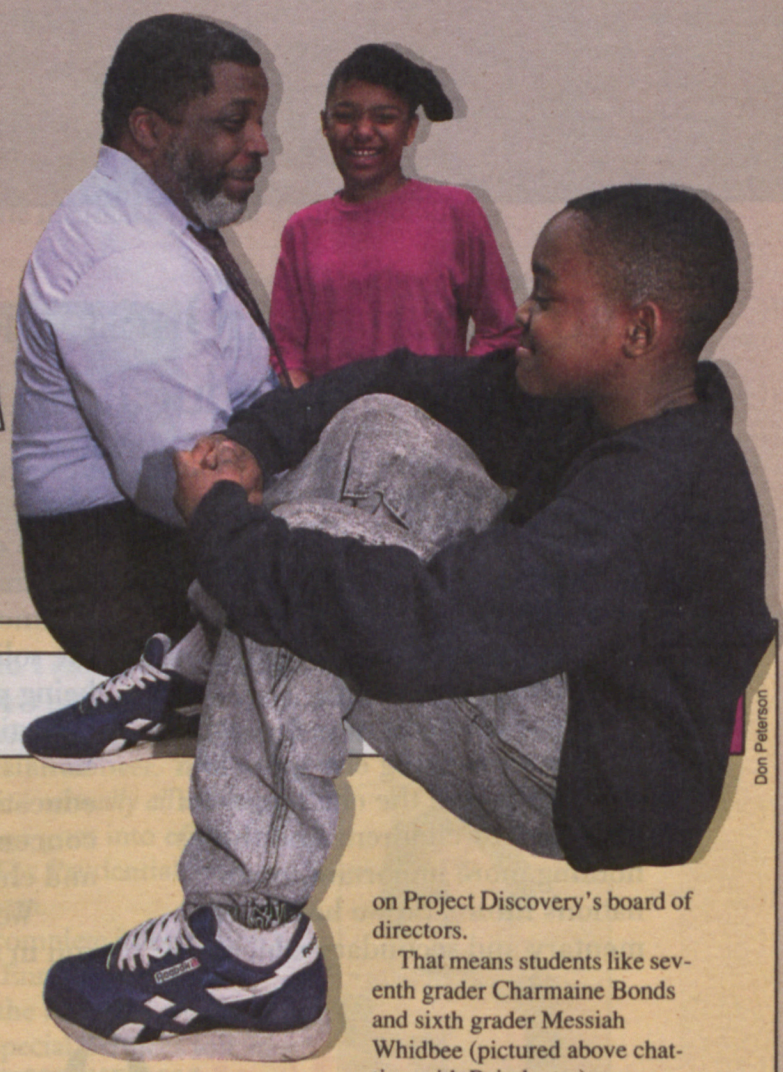
Scientists had already spent years painstakingly clearing away tons of dirt, uncovering bones, cleaning them off—and leaving them where they found them. The site is now "the size of a big gymnasium."

An eager Aldrich took his shoes off and "got right into the bone pit." He "water-screened" tons of dirt looking for small bones, painted bones with preservatives, and scratched away with a dental pick. Near the end of the stay, he discovered a pelvic bone "three or four feet across."

Searching for a way to describe the thrill, the sixth grade earth science teacher says, "The site was like the inside of a museum that's always glassed off—only we were allowed in."

For more information on similar volunteer trips, contact Earthwatch, Box 403N, Watertown, MA 02272, 617/926-8200.

## In Virginia, Family Firsts



Don Peterson

For some students, a college education is an unattainable dream. For others, it's a future they wouldn't even consider. But an organization called Project Discovery, and NEA members like Virginian **Richard Poindexter,** are helping middle and high school students in 10 states see a future full of possibilities—and college.

Project Discovery looks for students who are economically disadvantaged minorities or whose families have never been to college—and prepares them for access to postsecondary education. The 10-year-old organization coordinates workshops, arranges visits to colleges and universities, and helps the youngsters apply for admission and financial assistance.

"Project Discovery makes it possible for students to think about their futures at this most critical time in their academic lives," says Poindexter, a history teacher at Woodrow Wilson High School in Roanoke who serves as an alternate on Project Discovery's board of directors.

That means students like seventh grader Charmaine Bonds and sixth grader Messiah Whidbee (pictured above chatting with Poindexter) may become the first in their families to have the opportunity to attend college.

For more information about the program, write Project Discovery, P. O. Box 1048, Roanoke, VA 24005.

## Reclaiming The Land

Jeff Kline

"They took to the land like it was a hurt puppy," says enrichment teacher **Priscilla Logan**, speaking of her students from Alvord Elementary School in Santa Fe.

The injured property is a 10-acre tract of state trust land. Normally income from trust lands is dedicated to public education.

But last year the New Mexico Land Commissioner offered the schools access to small parcels of trust land that weren't producing income. The land could be used for nature studies or environmental education.

Logan chose an abandoned gravel pit, "because it was the most harmed. Our challenge," she explained, "is to keep rainfall from leaving the land."

Hence the swale. A year ago, Logan and 27 students and their families, dug a 150-foot-long swale—a level ditch that follows the contour of the land. Swales keep water from running off and—when planted with grasses—from evaporating.

Within two months, the swale was full of grass, and by last fall Logan and her students were able to plant it with piñon and juniper trees.

Pam Benham

## Portable Mentors: They Wrote The Book

Together, Boise (Idaho) teachers (from left to right) **Robin Holmes, Chris Niebrand, and Elizabeth Horn** have a combined 50 years of classroom experience. That much schoolhouse savvy, they thought, is worth packaging to help new teachers.

The result is a 248-page book, *The Pocket Mentor: A Handbook for Teachers*, published by J. Weston Watch of Portland, Maine.

Niebrand and Horn teach English at Boise High School; Holmes teaches first grade at Highlands Elementary. Their book's 12 sections, or topics, include classroom management, curriculum decisions, legal considerations, administration, parents, and wellness.

The anecdotes that fill the pages chronicle the authors' own battle scars. Take the time Niebrand had to teach in a building that was being remodeled: her classroom had no window shades, no wall decorations, no carpeting. Or the year Horn was assigned five large classes composed exclusively of kids who needed extra attention.

"To be effective, teachers must teach, inspire, and keep order in ways that work for *them*," says Niebrand. "That's why we offer suggestions and personal anecdotes rather than prescriptions."

## Breaking Through

"I learned to read around age five by looking at television and seeing books," recalls Jeff Powell. "I was unable to show anyone what I could accomplish."

Today, at 16, the Baldwinsville, New York, student is carefully, and impressively, showing what an autistic person can do. Typing his words with a hand steadied by the touch of a trusted adult under his wrist or on his arm, he rejoices that he's no longer "locked into his body."

This facilitated communication, made possible by a team of Baker High School staff, "allows me to show what's inside me so that others can respond to a reasonable, reasoning, creative boy."

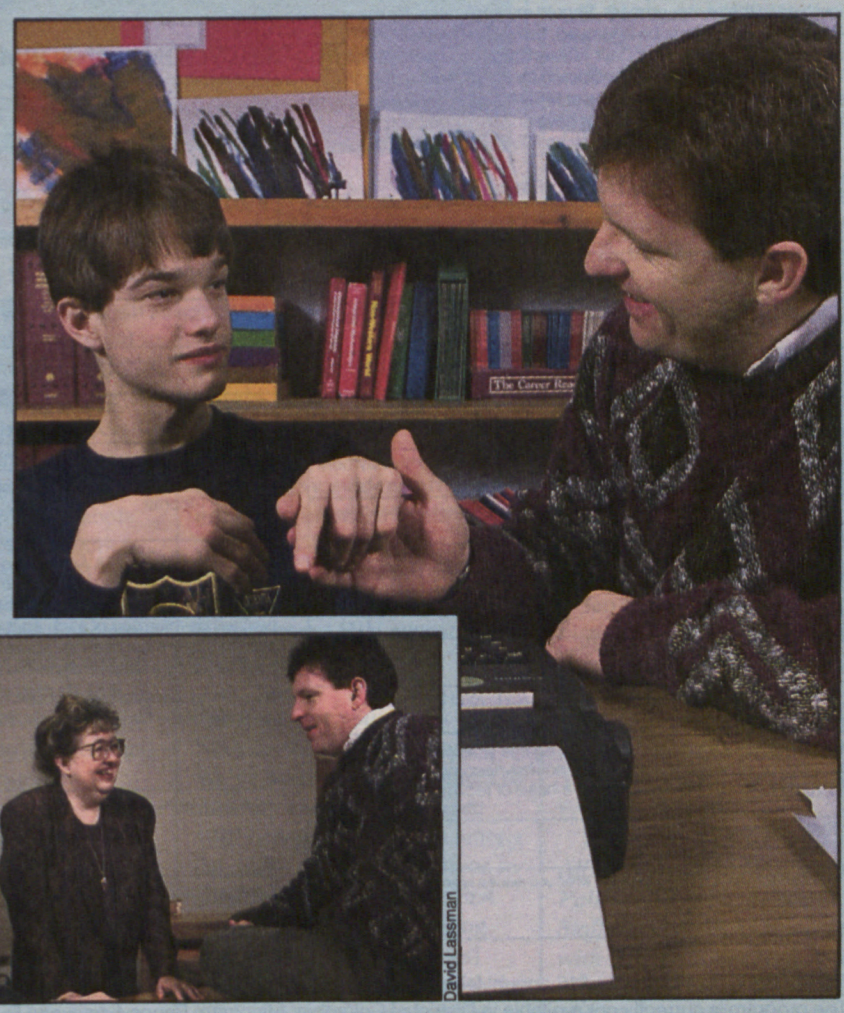
"When Jeff came here last fall, he'd already been doing facilitated communication, and he was wildly determined to succeed," says speech pathologist **Sue Harms**. "I've never seen anyone mature so fast."

Harms, resource teacher **Nancy Kellar**, teacher assistant **Shaun McGuane** (lower photo, left to right), and Jeff Powell, Sr., Jeff's father and physics teacher, work daily with Jeff in a close-knit team. Jeff's teachers and other school staff members form a broader team that meets monthly.

Jeff's life was changed by the work of Douglas Biklen, director of special education and rehabilitation at nearby Syracuse University. Biklen found facilitated communication being used successfully in Australia.

Skeptics say the facilitators direct the person's hand. "No way," says Kellar: "I couldn't write the kind of poetry Jeff produces."

What vision inspires Jeff's immense determination? "My goal is success," Jeff says. "I define that as a growing sense of freedom and self-control, and as developing a rewarding life through real relationships and writing well."



David Lassman

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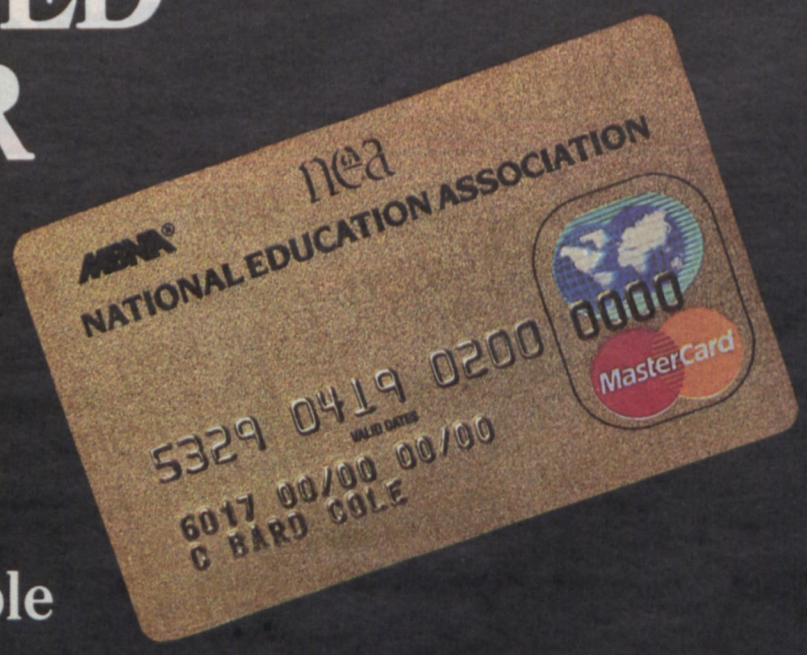


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| Address | | |
| City | State | Zip |
| Home Phone | Business Phone | |
| Social Security Number | Date of Birth | |
| Are You: ☐ Renting ☐ Buying ☐ Own | Monthly Payment $ | |
| Previous Address (must be completed if at present address less than 3 years) | | |
| Employer | | |
| Position | Years There | |
| Previous Employer or School Attended | | |
| Annual Salary | Other Income $ | Total Income $ |

Include income from *all* sources during this year. (Alimony, child support, or separate maintenance income need not be revealed if you do not wish it considered as a basis of repayment.)

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| State Association |
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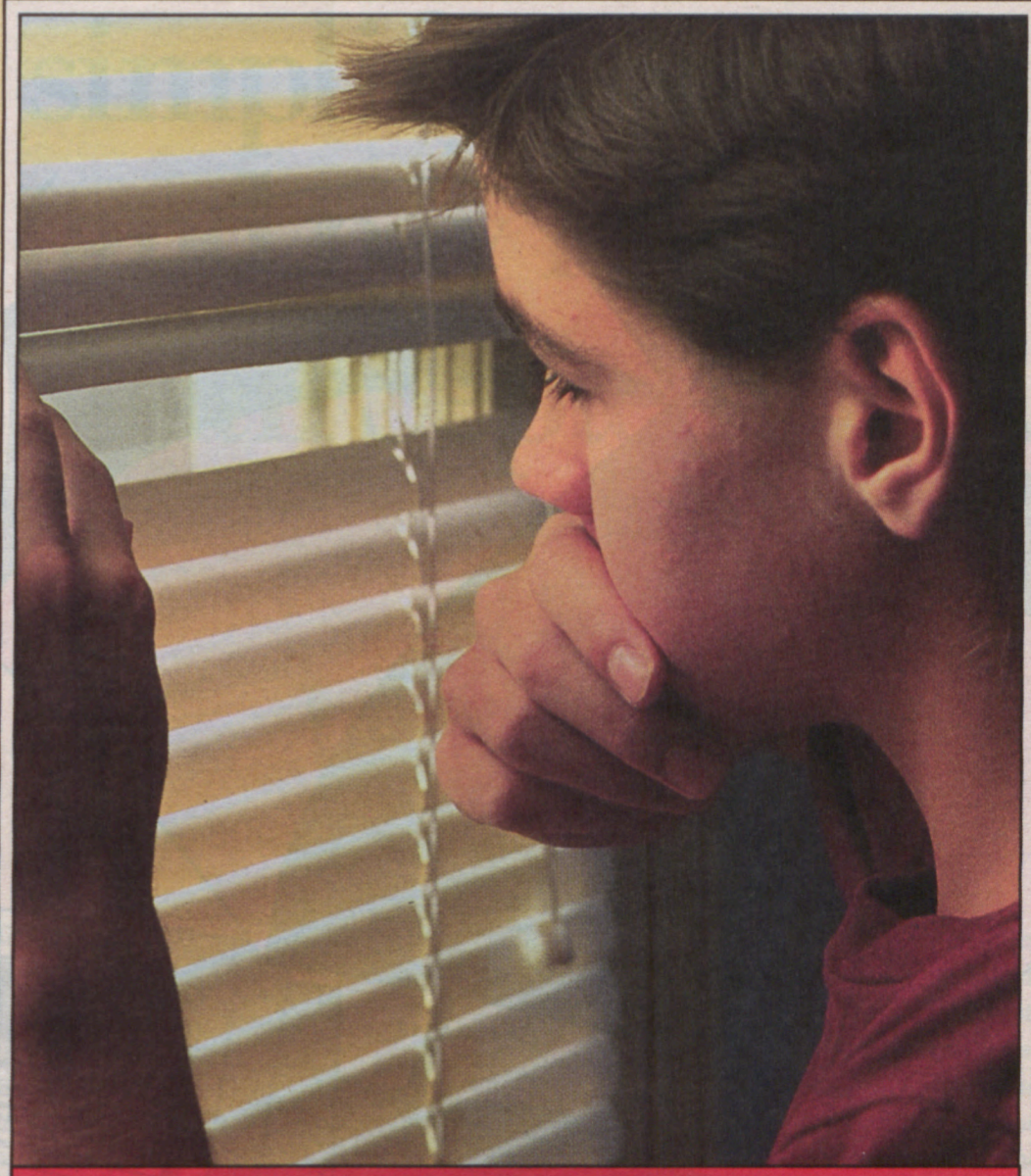
5/92

# Health

*Information about health factors that affect the way students learn.*

*Lloyd Kolbe, Ph.D., is director of the Division of Adolescent and School Health of the U.S. Centers for Disease Control in Atlanta. His mission: enlist schools in the fight against the high-risk behaviors that cause premature disease and death. Kolbe spoke recently with* NEA Today *staff writer Nancy Needham about AIDS.*



## What About AIDS?

**How many teenagers have been diagnosed with AIDS?**
I'll give you two statistics: cumulative AIDS cases diagnosed among 13-to-19-year-olds went from 203 in 1987 to 789 in 1991. In 1989 AIDS became the sixth leading cause of death among 15-to-24-year-olds.

But the number of AIDS cases can be a misleading statistic. Many more kids—how many we don't know—have been infected with the AIDS virus.

These people may look healthy, may actually have no disease symptoms, and may not even know they're infected. But they can infect other people—typically by sexual intercourse or sharing needles during drug injection.

**It's not possible to find out how many HIV-positive teens there are?**
No, but we have some ways of inferring how many. For instance, we know that 1 in 5 of all AIDS cases diagnosed are in the 20-29 age group. We also know that the median incubation period between AIDS infection and diagnosis is nearly 10 years. Obviously some proportion of those people in their 20s who are diagnosed with AIDS were teenagers when they became infected.

Or you can look at these figures—just published—which show that among students in grades 9-12, 1 out of 2 have engaged in intercourse by the time they're 16; 1 out of 4, by the time they're 15.

Or the figures that show that about 1 in 8 ninth graders has already had 4 or more sexual partners. The proportion increases every year—among twelfth graders, it reaches 1 in 4.

Finally, we also know that about 1 in 70 high school students reports that they've injected an illegal drug. The behaviors that produce these statistics are the same ones that produce AIDS.

**CDC must be monitoring the health of kids in grades 9-12?**
Yes. The figures I just gave you come from our Youth Risk Behavior Surveillance System.

Every two years, starting in 1991, we survey the prevalence of the most important health risk behaviors among high school students in six areas—alcohol and drug use, sexual behavior, unintentional and intentional injuries (such as car accidents, fighting, suicide), diet, physical activity, and tobacco use.

Our 1993 data will begin to tell us whether risky behavior is on the increase or decrease.

**Should high school kids assume somebody will warn them of the presence of the AIDS virus in their school?**
They should not expect a warning about specific cases of HIV infection. Good reasons for that—the infected person's privacy, for one—are spelled out in *Someone in School Has AIDS*, published with NEA involvement by the National Association of State Boards of Education. [See Resources]

In practical terms, if people know that the fact of infection within a school, or a town, will be made public, they'll be afraid to report themselves. Then public health officials will lose one of their greatest assets in the fight against AIDS: knowledge of how many people have it and where they're located.

**What advice would you give students?**
Remember: just because the school hasn't announced there are infected students, don't assume there aren't any.

The CDC has consistently made two points to young people. First, they should refrain from engaging in sexual intercourse. Second, if they refuse to refrain, condoms provide the best protection.

**Is there any evidence that kids are changing their behavior to avoid HIV infection?**
Not yet, though studies are under way on both school- and community-based HIV education programs.

**Tell us about your work with NEA on AIDS prevention.**
We've been working shoulder to shoulder with the NEA since 1987, when the NEA was among the dozen or so organizations to help us come up with the first school guidelines for dealing with AIDS. [See Resources]

Now we work closely with the NEA Health Information Network to get information about the HIV epidemic and other health matters out to your members and to students.

**How does AIDS education fit within the school's larger mission of health education?**
Schools can do more than any other single societal institution to prevent AIDS. But not in a one-week course on AIDS for twelfth graders or on drugs and alcohol for sixth graders.

We need comprehensive K-12 health education programs that address the behaviors linked to the leading causes of death—because these deaths almost invariably result from behavioral patterns established during youth.

**Are you worried about kids and AIDS?**
I'm worried about young people becoming infected with HIV. At the same time I don't think we give them enough credit for being as smart and as well-intentioned as their elders. Talk with me two years from now, and we'll know whether we're making an impact.

### Resources

- Centers for Disease Control (CDC), AIDS Information, P.O. Box 6003, Rockville, MD 20850, 800/458-5231.
- Centers for Disease Control, National AIDS Hotline: 800/342-AIDS; 800/342-SIDA
- Centers for Disease Control (CDC), AIDS School Health Education Database. 800/289-4277.
- *Responding to HIV and AIDS*. $3 plus p&h. Stock no. A501-00100-1. NEA Professional Library, P.O. Box 509, West Haven, CT 06516, 800/229-4200.
- *Nickelodeon Presents—A Conversation with Magic Johnson*. Videotape cassette. $7.50 prepaid to the Magic Johnson Foundation, 2029 Century Park E., Suite 810, Los Angeles, CA 90067.
- *Saving a Generation*. A video training series for teachers planning to teach AIDS prevention in grades 4-12. Coproduced by NEA Health Information Network. $95 plus $10 s&h. Select Media, 74 Varick St. #303, New York, NY 10013, 212/431-8923, FAX 212/431-8946.
- *Someone at School Has AIDS: A Guide to Developing Policies for Students and School Staff Members Who Are Infected with HIV*. National Association of State Boards of Education, 1012 Cameron St., Alexandria, VA 22314.

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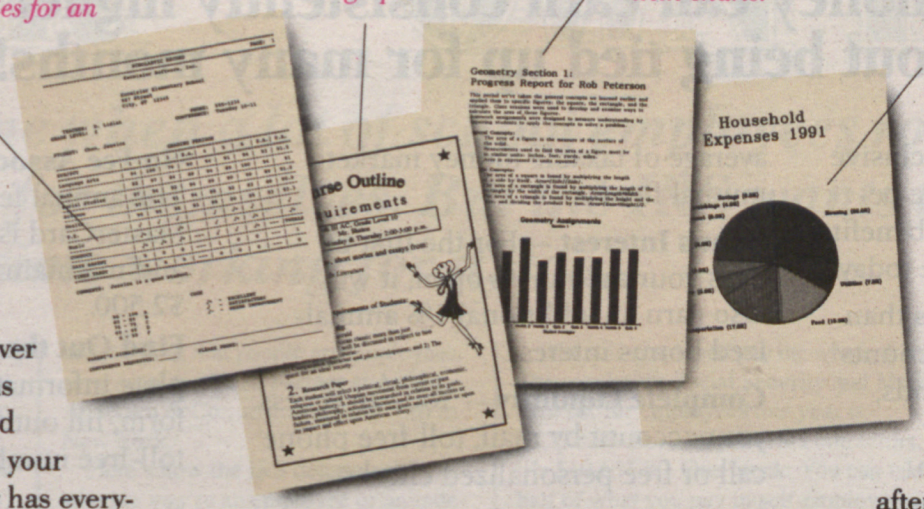


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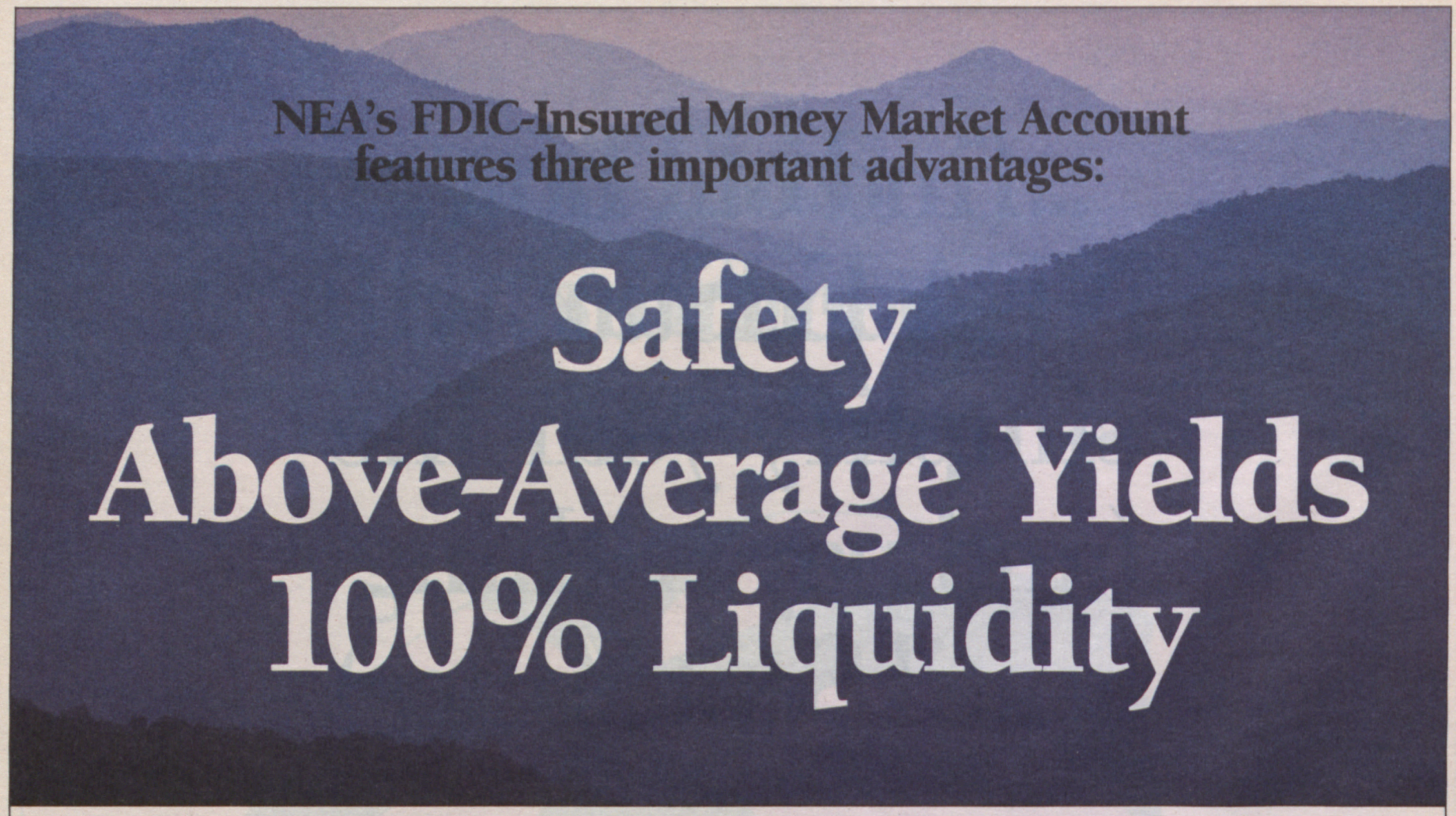

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PERSONALLY SPEAKING

# YOUR OWN BOSS?

***Summer's a time when a lot of school employees roll up their sleeves and go to work for themselves. But the IRS wants the self-employed to spend more time working for it, too.***

This is the time of year when many school employees are about to finalize their work plans for the summer months. Some will choose to work for themselves as independent contractors rather than be somebody else's employees.

If you're one of these, you should know that the Internal Revenue Service's quest for higher tax revenues has recently led it to reclassify some independent contractors as employees.

The IRS believes it loses money on independent contractors. For one thing, many independent contractors don't fully report self-employment income. Also, they don't have anyone to pay the employers' share of Social Security tax for them. And they get tax breaks that employees don't.

**"There's a pretty determined hunt,"** says George E. L. Barbee, director of personal financial services for the Price Waterhouse accounting firm. "The IRS is looking at a lot of money that seems to be slipping between the cracks."

One of IRS' weapons in the hunt is auditing employers' payroll records. A frequent result is that an entire group of people who considered themselves to be independent contractors working for clients are reclassified as employees.

And working part-time or part of a year doesn't protect your independent contractor status.

"The IRS is clearly being aggressive about ruling that people are employees," says Alan A. Nadel, partner at Arthur Andersen & Co., an accounting firm in New York.

Here's how the IRS determines whether you're an employee or an independent contractor.

In general, the IRS is looking at how much control the company has over your work. If you work for only one company, your case for independence will be very weak. But working for more than one won't necessarily get you off the hook.

"Technically speaking, you could have five clients and be considered an employee of each one," Nadel says.

The IRS will ask about things like who sets your hours, buys your supplies and materials, or provides your training. Doing these things by yourself argues for your independence; having them provided by a client argues for employee status.

"If you're aware of these considerations, you can make sure you don't unconsciously do something that would endanger your status," Barbee says.

You must also remember to set aside money from your earnings for taxes to avoid a penalty. Independent contractors must pay Social Security tax for the self-employed.

For 1992, employees pay 7.65 percent of their income up to $55,500, while their employer pays the other half. High earners pay another 1.45 percent as Medicare tax on the difference between $55,500 and $130,200.

The self-employed pay the whole thing. The maximum Social Security and Medicare tax for employees this year is $5,328.90. For independent contractors, it's $10,657.80. One break: You can take half of what you pay in self-employment tax as a deduction on your federal taxes.

If you work as an independent contractor, you'll probably have to pay estimated quarterly taxes. These payments are required from people who don't have taxes withheld at their jobs or don't have enough withheld.

**Given these disadvantages, you** should be careful to take all the possibilities for tax savings open to you.

Keep track of all the expenses connected to your business. You can fill out a Schedule C with your income tax return to report your business profit or loss. On this form, you can deduct many things you can't deduct as an employee.

For example, employee business expenses and miscellaneous expenses aren't deductible unless they exceed 2 percent of your gross income.

But as an independent contractor, there is no threshold you have to reach. You can just deduct publications and books you use for your business, a home office that's used exclusively for business, equipment for the office, interest expense, and the portion of your car used for business.

You can also contribute part of your business earnings to a retirement plan for the self-employed—either a Keogh plan or an Individual Retirement Account Simplified Employee Pension (IRA-SEP). These plans allow you to contribute 13 percent of your self-employment income and deduct it from your taxable income.

Of the two, IRA-SEP plans are the simpler to set up. You can get the forms from a bank or brokerage firm. You also have until April 15 to set up your IRA-SEP and make a contribution for the previous year, whereas a Keogh must be set up by year's end to make a contribution for that year.

Money in an IRA-SEP, however, isn't eligible for 10-year forward averaging. This tax treatment, which allows you to treat the money for tax purposes as if it were the only income you received for 10 years, is available to those who turned 50 by January 1, 1986.

Remember: you can contribute only self-employment income to these types of funds. But as an education employee, you can put part of your pretax income into a 401 (b) fund, or tax-deferred annuity. Because your contribution is taken from your salary before taxes are calculated, this is another way to reduce your current taxes while building your retirement fund.

NEA Special Services offers a 401 (b) fund called the NEA Valuebuilder Annuity. For information on this annuity or other financial products and services available to NEA members, call NEA Special Services at 800/637-4636.

*—Mary Rowland*

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TFA062

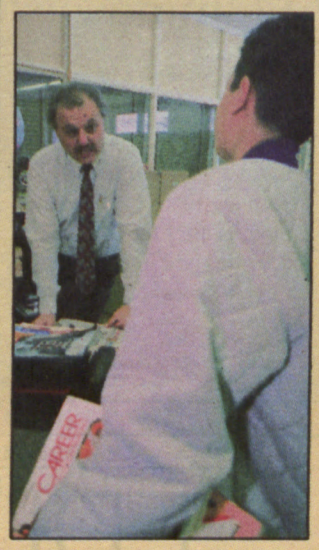
# Innovation

*How NEA members are changing the way schools work*

In New Jersey

# One-Stop Help for Kids

***Kids don't fall between the cracks when the cracks have been filled in. And that's exactly what's happened in about three dozen New Jersey schools—such as Hackensack and Plainfield.***




New Jersey Newsphoto

***Jobany Ayala (right) gets the word from Hackensack School Youth Services Coordinator Frank LeRose.***

Kids were fighting all the time at Hackensack High—148 fights in the school year 1988-89, says School Based Youth Services *(see box)* Coordinator and NEA member Frank LeRose. This school year, as of March 1, there were just 46 fights.

What made the difference? The local SBYS program that brings school and community service agencies together, emphasizing conflict management and general mental health.

For starters, any youngster who gets in a fight ends up in a three-day afterschool seminar on dealing with anger.

The seminar is the only mandatory part of the program. Then, says caseworker Donna Evangelista, "They come back for other things."

The three SBYS outreach workers in Hackensack connect teens and, if need be, their families with the community services that can help them: family counseling, parenting skills groups, groups for alcoholic kids or kids with alcoholic parents, planned parenthood, help for kids thinking about suicide, services for youngsters living in violent homes.

The job placement counselor teaches interview skills, leads workplace field trips, and serves as a job clearinghouse with local businesses seeking part-time workers.

"Because we're in the school, follow-up is inevitable," notes Evangelista. "That's why we have such excellent networking. We know people everywhere—in the juvenile crisis unit, the courthouse, the hospital. We stay in touch."

Inside the school, the networking is also close. "If we can resolve major personal issues with kids," LeRose explains, "that helps the teachers. They appreciate that—and they help us a lot. We hear about problems early on."

An example comes from outreach worker Rebecca Scarpellino. "A teacher came to us about a student whose behavior seemed to have changed. When I talked with him, he acted as if nothing was wrong, but he kept coming back, so I knew there had to be something.

"We were talking about everyday things like sports, but we established a trust level. Finally he became able to tell me he'd been thinking about killing himself. We got him outside help.

"This wasn't a loner, or a high academic achiever," Scarpellino notes. "He was the happy-go-lucky class clown.

"Good thing his teacher really knows the kids—if she hadn't called me, this guy might not have made it."

Key to the program's popularity are its confidentiality and the staff's determination to stand by the students.

"Even if you can't help me," one girl told Evangelista, "the fact that you're trying means more than anything to me."

**"We don't get burned out,"** says Plainfield's Diane DesPlantes, "because this is a solution. You get tired, but not the kind of tired you get if you're not successful." Association member DesPlantes coordinates Plainfield's program for student parents, part of the city's three-year-old SBYS program.

"What makes SBYS different," DesPlantes points out, "is that it's where the kids are, instead of all over town. Staff develop a relationship with these kids, help them on all sides. They come for recreation, see us every day, see how we treat other people, then sometimes they open up to us."

***Rachel Cason (left) looks over a careers magazine with Hackensack outreach worker Rebecca Scarpellino.***

Through SBYS, Plainfield teens have access to a full range of programs, from mental, physical, and dental health, to vocational, tutorial, and alternative education.

Teen mothers and fathers have access to parenting classes and community mentors, and their own parents have a support group.

A nursery at one school accommodates 20 teen mothers and their babies—although that's less than 10 percent of the district's total. Students in the junior high bilingual program get information on AIDS in Spanish.

An afternoon recreational program provides a girls' group, basketball, and table tennis. Most of all, it's a center where the teens can get together and can meet adults they can trust.

DesPlantes credits Yvonne Duncan, creator and overall administrator of the Plainfield program, for its breadth of scope.

"She always tries to figure out another way we can serve the children," DesPlantes explains. "Then she'll say, 'Let's do this one.' She takes risks."

"The program deals not just with troubled children but with troubled families," points out Plainfield Education Association President Tom Falocco, a member of the project's board.

In fact, says Falocco, because of the 1991 Ford grant to SBYS statewide, "we can become proactive, attack the problems before they become problems. We can also reach down to younger children, the little brothers and sisters."

Does all the effort get results? Ask Diane DesPlantes.

"Last year we had 10 seniors who were mothers, and they all graduated," she notes. "Four of them were on the honor roll."

*—Jane Power*

## How It Works

New Jersey's School-Based Youth Services program (SBYS) is a state-backed one-stop service for teenagers in trouble: those who might drop out, who are becoming parents or are in trouble with the law, who have problems at home, who have an addiction, who are likely to be unemployed, or who simply resort to violence to solve their problems.

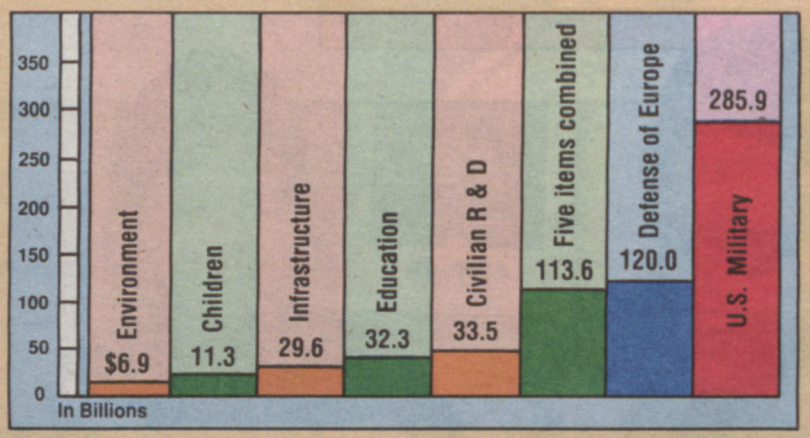
At least one school or district in each county takes part, from the battered cities near Manhattan to isolated, impoverished stretches of pine barrens. Each tailors its proposal to its own students' needs, its own special assets. Each involves community agencies that can help kids in different ways.

In 1991 the statewide SBYS program got an extra boost. As winner of one of the 10 Innovations in State and Local Government Awards of the Ford Foundation and the John F. Kennedy School of Government at Harvard University, it received a $100,000 grant. *—J.P.*

# DATA BANK

## Defense Gets Big Budget Bite

A snapshot of the Bush Administration's fiscal year 1993 federal government budget.

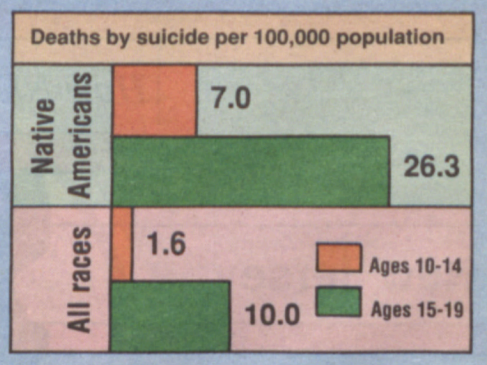



*Source*: The U.S. Budget FY 1993

## Teen Tragedy

Nearly one in six Native American students age 12 to 18 has attempted suicide—four times the rate of teens nationally.

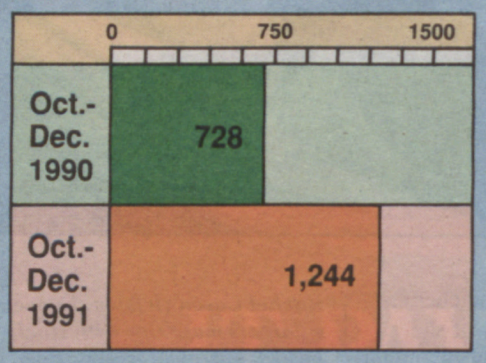
Rates for death by suicide among Native Americans are just as startling.




*Source*: *The State of Native American Youth Health*, AMA Journal

## Fighting Harassment

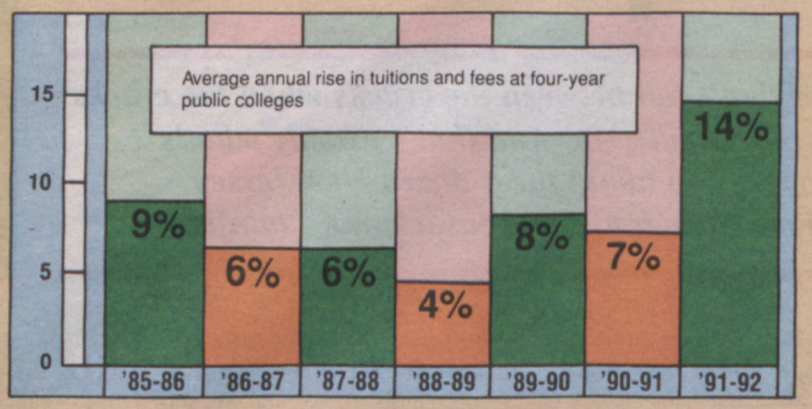
Here's a comparison of the number of formal sexual harassment complaints filed with the EEOC in the three months after the Thomas hearings and in the same three months the year before.




*Source*: Equal Employment Opportunity Commission, *Washington Post*

## College Costs Climb

As state revenues continue to go down, public college tuition costs are going up. Here's the latest look:




*Source*: College Board, *USA Today*

# EDUCATION MARKETPLACE

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### VIDEOS

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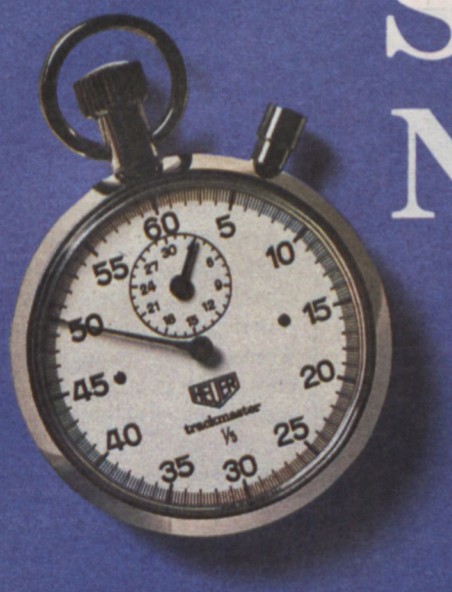
For more information, contact **NEA Today** Education Marketplace, 1201 16th St., N.W., Washington, DC 20036; 202/822–7207.



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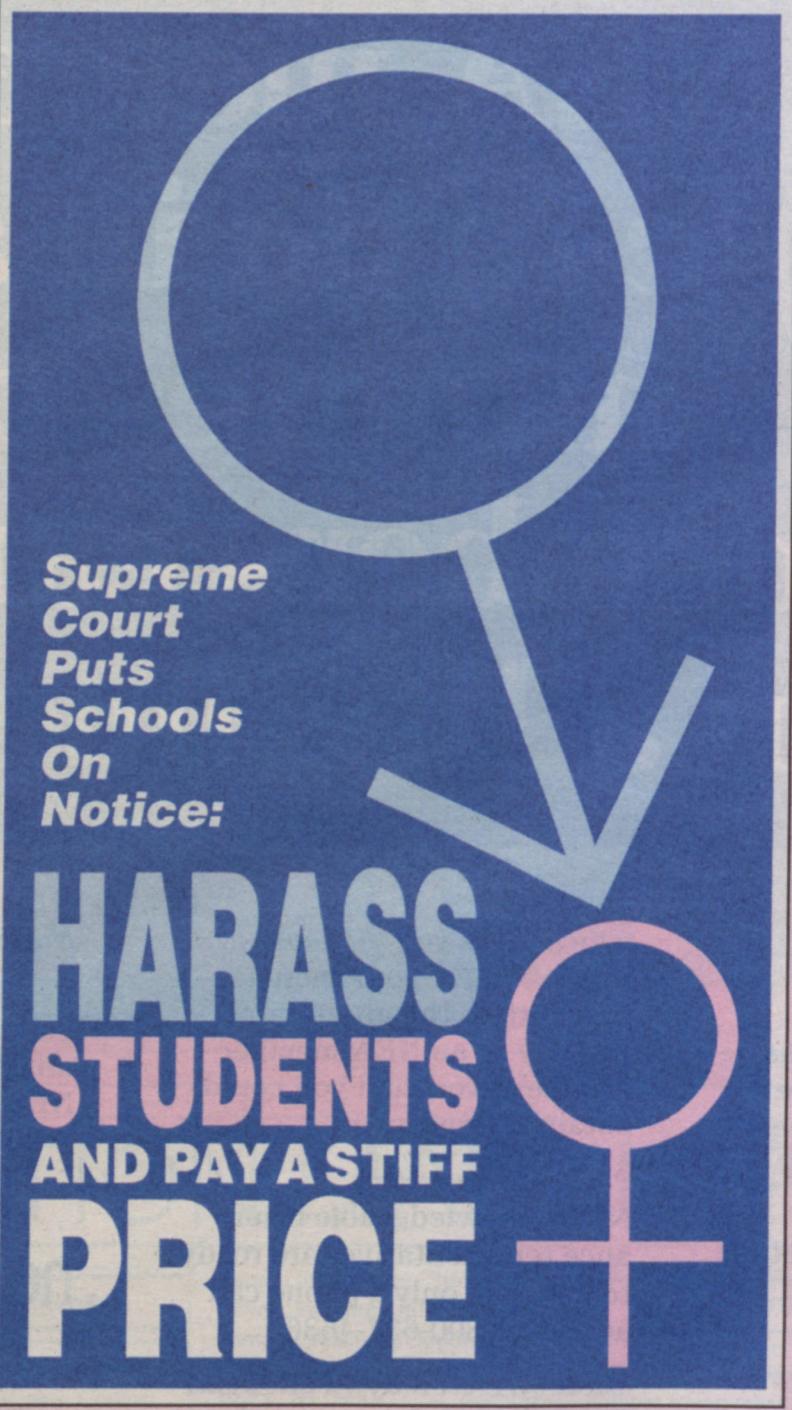
## LEGAL TIMES




***A student who's been sexually harassed in school can sue the school for money damages. Here's a Supreme Court ruling with far-reaching consequences.***

The High Court's unanimous—and surprising—recent decision in *Franklin v. Gwinnett County* will have a dramatic impact on every school and institution of higher education that receives federal funds.

Women's rights advocates, braced for defeat, are ecstatic.

"Schools will finally have to act to halt discrimination because that's now in their pecuniary interest," says Ellen Varygas, the National Women's Law Center attorney who wrote NEA's amicus brief in the case. "It's going to enable us to exponentially increase our ability to root out discrimination in schools."

The precedent-setting Supreme Court case involved Christine Franklin, a student at North Gwinnett High School, outside Atlanta, Georgia. In the fall of 1986, when Franklin was a sophomore, her economics teacher, Andrew Hill, began sexually harassing her.

According to Franklin's complaint, Hill asked about sexual experiences with her boyfriend and whether she would consider having sex with an older man. He forcibly kissed her on the mouth in the school parking lot and telephoned her at home to ask for a date.

Ultimately, according to Franklin, Hill pulled her out of class on three occasions during her junior year and took her to his private office, where he subjected her to coercive sexual intercourse.

When Franklin complained to school officials, the school's band director sought to discourage her from pursuing the matter and warned her against "negative publicity."

After other female students charged that Hill made sexual remarks to them as well, the school administration began an investigation that resulted in Hill's resignation and the band director's retirement.

Franklin then retained an attorney and filed a complaint with the U.S. Department of Education's Office of Civil Rights (OCR). Her complaint alleged that she had been subjected to sexual discrimination in violation of Title IX, the federal law that prohibits sex discrimination by educational institutions that receive federal funds.

**OCR found that the Gwinnett school** district had violated Title IX both by subjecting Franklin to physical and verbal sexual harassment and by interfering with her right to complain about it.

But OCR did nothing. The agency determined that since the district had adopted a grievance procedure, and since Hill and the band director had left, the district had come into compliance with Title IX. OCR closed its investigation.

Dissatisfied, Franklin sued the Gwinnett County Public Schools in federal court, seeking money damages for the harassment she'd suffered. The lower courts dismissed her lawsuit, holding that an individual suing under Title IX has no right to compensatory damages. The only remedy for a Title IX violation, they said, was the cut-off of federal funds.

Then, last year, the U.S. Supreme Court agreed to review the case.

NEA joined with the National Women's Law Center, the Coalition of Labor Union Women, the American Association of University Professors, and over a dozen other national organizations in filing an amicus brief supporting Christine Franklin.

Predictably, the Bush Justice Department weighed in with an amicus brief on behalf of the school district. The Department argued that Title IX didn't entitle victims of sexual harassment to compensatory damages. All they could ask for was "prospective relief"—for example, an order to stop the harassment.

In its landmark decision, the Supreme Court rejected the Department's argument and reversed the lower courts' holding. Writing for the six-member majority, Justice White noted that the Court ruled in 1979 that individuals—not just the Department of Education—have the right to sue to enforce Title IX.

He then invoked a "traditional rule" of judicial construction: where there's a right to sue, there also must be the right to "all necessary and appropriate remedies," including the right to money damages.

To adopt the Justice Department's position that Franklin was entitled to prospective relief only, the Court said, would "accord her no remedy at all," because she'd already graduated.

Justice Scalia, joined by Chief Justice Rehnquist and Justice Thomas, wrote a short, separate opinion in which they strongly criticized the Court's original 1979 decision, but grudgingly agreed that it compelled the Court to rule as it did.

The decision in *Franklin* is a wake-up call that school officials cannot afford to ignore. Available data indicate that sexual harassment in schools and colleges is widespread and woefully underreported.

Various studies have concluded that between 30 and 76 percent of female college students are sexually harassed at some point in their college careers.

Less research has been done on the harassment of girls in middle and high schools. Still, a recent study funded by the American Association of University Women noted "mounting evidence that boys do not treat girls well" in school, and that school authorities "too often treat [sexual harassment] as a joke."

*Franklin* makes clear that sexual harassment is no joke. If school officials don't take their responsibilities under Title IX seriously, they're going to find themselves knee-deep in lawsuits.

**To combat sexual harassment and** diminish the threat of litigation, school authorities must take strong and immediate action. That's the position NEA took when delegates to the 1988 Representative Assembly adopted a resolution (I-19) that calls for:

- ► Strong policies defining and prohibiting sexual harassment.
- ► Educational programs designed to help people recognize, understand, prevent, and combat sexual harassment.
- ► A grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties.

NEA local affiliates should play a major role in carrying out this policy, and NEA has the expertise and resources to help. Each year, for example, NEA Human and Civil Rights staff members conduct extensive training on sexual harassment for state staff, leaders, and members. (To order a free brochure, "NEA Fights Sexual Harassment," write NEA Human and Civil Rights, NEA Center.)

NEA Broadcast Services offers a 15-minute video to inform members about sexual harassment. (To order, send $15 to the NEA Video Library, P.O. Box 509, West Haven, CT 06516. Stock No. A050-10101.)

NEA Membership and Affiliates is preparing a monograph on sexual harassment in higher education, due out this summer. (To order "Sexual Harassment in Higher Education: Concepts and Issues," write Chris Maitland, NEA Membership and Affiliates, NEA Center. Free, but limited copies.)

And the NEA Professional Library this year joined the AAUW Educational Foundation in publishing a major report, *How Schools Shortchange Girls*. (To order, send $16.95 to the NEA Professional Library, P.O. Box 509, West Haven, CT 06516. Stock No. 2501-6-00-KN.)

Christine Franklin is a remarkable young woman. Initially a victim, she emerged from her ordeal a survivor and, ultimately, a heroine. Because of her courage and determination, students and school employees all over the country now have a powerful new weapon in the ongoing battle against discrimination.

*—Michael D. Simpson*
*NEA Office of General Counsel*

## LOOKING AHEAD TO RETIREMENT

# Voices, Votes, And Volunteerism

**Retirement offers the chance to turn years of NEA activism into political capital.**

As Association activists, NEA members garner years of political savvy. As retirees, hundreds of members across the country have made this experience their political contribution.

When Montana gubernatorial candidate Frank Morrison, Jr., announced he'd selected NEA-Retired member Berv Kimberley as his running mate, he called Kimberley's 30 years as classroom teacher and Association leader the key to an administration that would stress the need for increased school funding.

"Berv Kimberley will make an excellent lieutenant governor for all Montanans," Morrison told reporters. "His long experience as a classroom teacher has given him knowledge and insight that will be invaluable in maintaining Montana's tradition of quality education."

**Across the country, another NEA-**Retired member, Elaine Marks, is putting her expertise in organizing and political activism to work for the South Carolina Democratic Party this Presidential year.

Marks, a long-time NEA activist, coordinates a volunteer operation that includes voter registration; absentee ballot distribution; and voter education campaigns.

"Getting involved is the best way to make sure political leaders address the issues that concern us," insists Marks, a volunteer at the Spartanburg Democratic headquarters the last two years.

California NEA-Retired member Ellen Logue agrees. Logue is working hard to help the California Teachers Association battle a school choice initiative. She's also a veteran activist who's fought for health care, the rights of senior citizens, and education.

"For every moment we spend raising the political consciousness of our colleagues and fighting for the rights of all citizens, we'll be rewarded with true political change," says Logue.

"This is an important time to raise our voices," concurs South Carolina's Marks, who taught high school government for 34 years before retiring.

"Right now, states are buckling under the weight of financial crises, public employee pension funds are in danger of being raided, and children are attending schools that are underfunded and overcrowded. We need to elect leaders who will help.

"The problems we're experiencing at the state level are a direct result of the lack of political leadership at the federal level," says Marks.

"To make yourself heard," she emphasizes, "you have to act, and that means voting and volunteering. It's the only way to make a difference."

*South Carolina's Elaine Marks is helping coordinate a major effort to register and educate voters in her state.*

## NEW WAVE

# A World of Understanding

***At a time when Japan-U.S. relations and attitudes have grown strained, Michigan educator Marilyn Schlief has forged ties between the two nations' students—and teachers—using technology as the bridge. A foreign language teacher and technology consultant, Schlief is a 1992 Christa McAuliffe Educator, one of five chosen by the NEA-created National Foundation for the Improvement of Education.* NEA Today *staff writer Anita Merina recently asked Schlief about her global connections and the role of technology in the classroom.***

**How did this project evolve?**
Six years ago, my husband—he's also a teacher—and I were chosen to spend a year in Japan. During that time, I taught at Maruyama Girls School. I also wrote a grant proposal to bring telecommunications into our schools. When the district approved the grant, I established a link between Maruyama and Garden City High School in Michigan.

**How do the students communicate?**
For the past four years, the students have been using an electronic mail system. But we're now using a new type of technology called a lumaphone, which not only allows the students to talk to one another but enables them to "see" one another.

With a lumaphone, you need a phone jack and a lumaphone camera at both sites. The camera transmits a still picture, so students can see the person they're talking to. It's very exciting.

**What do you think this communication accomplishes?**
For one, my Japanese language students learn to communicate with their peers in Japan. They have the opportunity to share information and talk with one another once a month.

More importantly, the students learn about cultural sensitivity. So, for example, when we discuss President Bush's recent trip to Japan, or the Persian Gulf War, we learn that people of other nations have different viewpoints and perspectives, and we must respect that.

That's the real nature of global understanding—when we're able to put ourselves in someone else's shoes and view the world from their eyes. Unless we do that, having all the facts about a country doesn't really make a difference.

**How has that helped during this year of tension between the U.S. and Japan?**
If anything, it's helped my students view matters from both sides. Garden City is near Detroit, and half of my students have parents working in the auto industry. It's been interesting for them to share their views and develop an understanding of another perspective.

*Marilyn Schlief*

**You've also linked Japanese and American teachers together. How?**
When I was in Japan, I set up a videoconference between a group of Japanese educators and seven teachers from Garden City schools. During the conference we shared teaching styles, lesson plans, and facts about each other. What all of us learned is that teachers around the world are really the same. We have the same needs and many of the same educational concerns.

**Does technology empower teachers?**
Absolutely. Technology gives teachers a multitude of resources to share with their students. At the same time, technology can save time for teachers. My husband and I use our computer for grading, lesson planning, letters to parents—everything teachers must do to do a good job.

**What's on your wish list?**
I wish every teacher could have a classroom set up with a phone, computer, printer, even a fax and videodisk player. Our students are growing up in a world filled with rapidly changing technology. Their teachers should be well-equipped to help them along the way.

**How has becoming an NFIE Christa McAuliffe Educator changed your life?**
In many respects, the Christa McAuliffe award has legitimized what I'm trying to do. I love my students in Garden City, and it's wonderful to bring them through this exciting world of computers, global communications, and information.

The NFIE award gives me a chance to do even more. It's a real high to work with other educators who have so many incredible ideas—teachers from regions and areas so different from my own. Even with our differences we have a bond, a common goal, and NEA and NFIE support our exploration at every turn.

*—Anita Merina*

# TRENDS

## Where the Kids Are... Utah and Texas

In what parts of the country is kids' share of the population highest? The West and Southwest, according to the 1990 census. In counties with 10,000 or more people, the highest percentages of children were found in Utah and Texas, the lowest in Florida and Virginia.

In the four counties with the highest percentage of children (all in Utah), more than 42 percent of the residents were under age 18. In the counties with the lowest percentage of children (five counties in Virginia and two in Florida), no more than 15 percent were under 18.

## Rural Children At Risk

Contrary to popular belief, children from rural areas are poorer, less healthy, less well educated, and often have less access to government assistance than other kids, according to a Children's Defense Fund study.

In 1990 nearly 23 percent of rural children were poor, while just 21 percent of all American children lived in poverty.

Rural children are more likely to be white and slightly more likely to live in two-parent homes than urban kids. Many of them live in trailer camps and backwoods communities.

The cause of their poverty? Rural earnings are just three-fourths, welfare payments only about half, of metropolitan levels. Rural households are less likely than urban ones to get federal housing assistance. Overcrowding and homelessness are common. Rural children are also less likely to have health insurance, and rural doctors have to serve more patients.

Rural schools are generally poorer than urban schools, offering a narrower range of programs. At the same time, says CDF, rural teachers, on average, have less experience, less training, and higher turnover rates than their urban counterparts.

## Cartoons, Commercials, Cartooncials?

For years the most popular Saturday morning cartoon shows have spawned commercial products. On the horizon: a proposed television show starring an animated character originally created to sell snack food.

Not so fast, says a coalition of seven organizations, including Action for Children's Television (ACT). The coalition's petitioning the Federal Communication Commission for a ruling that "Yo! It's the Chester Cheetah Show!" be declared a no-no: a program-length commercial.

The advocacy groups say it's wrong for an ad character (Chester Cheetah sells Cheetos cheese-flavored snacks) to be used in entertainment.

Advertising and marketing executives say presenting this kind of show isn't any different from using classic children's favorites like Mickey Mouse to sell products.

Fox Children's Network, the largest children's commercial television network, wants to put the "Yo Show" into its Saturday morning lineup for fall. Fox is offering to forego Cheetos ads throughout its Saturday morning programming.

## Women and Degrees

Studies of women's presence in the workplace and in college point up contrasts among women from different ethnic and racial groups.

More women are going to college. A comparison of 1980 and 1989 figures shows an increase of nearly 3 percentage points in the proportion of Hispanic women completing four years of college—an increase of more than 3.5 percentage points for Black women, and an increase of 5 points for whites.

Still, that brings the proportion of Hispanic women with BAs only up to 8.8 percent, the proportion of Black women to 11.9 percent, and the proportion of white women to 18.5 percent, according to the *Statistical Abstract of the United States 1991*.

The number of undergraduate degrees awarded varies widely among women of different races and ethnic groups.

In 1988-89, BAs were awarded to 450,000 white women, 37,000 Black women, 18,700 Asian/Pacific Islanders, and about 16,000 Hispanics, according to figures from the National Center for Education Statistics.

## What's Showing In the Schools?

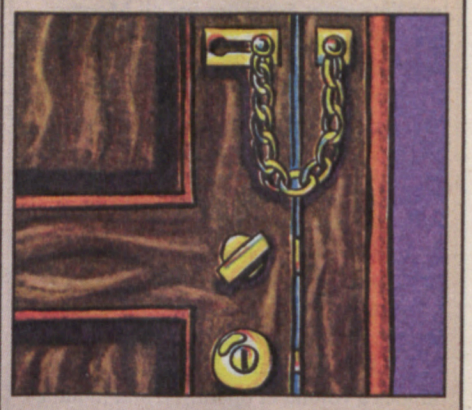
"Reading Rainbow," with over 4 million viewers, is the most widely viewed series or program in the classroom, according to a report by the Corporation for Public Broadcasting (CPB). The second most popular series: National Geographic Specials, followed by NOVA.

The CPB study of television/video use in the schools turned up ABC as the most-watched broadcast network, followed by CBS, the Public Broadcasting System (PBS), and NBC.

Of the cable and satellite networks, CNN is the most frequently accessed, followed by the Discovery Channel and Turner Network Television (TNT).

The 1990-91 study also found that over 28 percent of schools had no access to cable or satellite TV.

## Latched Alone



Almost half the nation's sixth graders—49 percent—go home to "no one" after school. That's the preliminary finding of a survey that drew responses from 30,000 readers of the *Weekly Reader* sixth grade edition.

The survey, designed by Patricia D. Fosarelli, M.D., a Johns Hopkins Children's Center expert on latch-key children, found that in most latch-key homes both parents work.

Half the sixth graders say both parents work full-time, and another fourth say one parent works full-time and the other part-time.

After school, latch-key girls are more likely than boys to talk on the phone. Boys are more likely than girls to play outside.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**Lawrence Lyman and Harvey C. Foyle**

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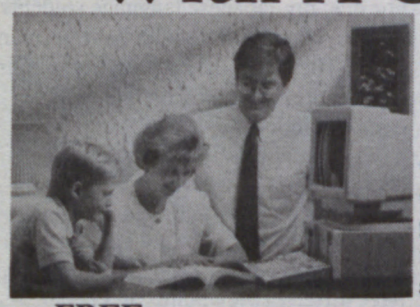

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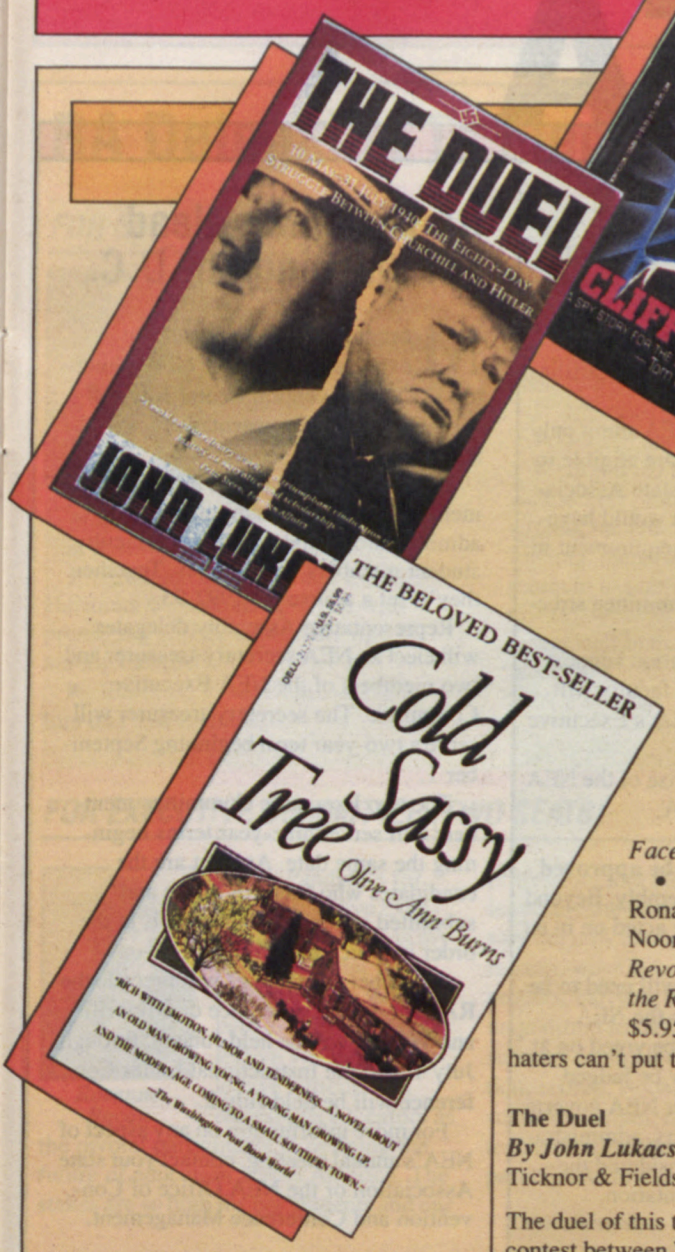


# It's Summertime

## Read What The Other Half Reads

***In the book trade, an adult book that kids will like or a kids' book that adults like is called a "crossover" book. Here are some titles that might cross over for you or your students this summer.***

**The Cuckoo's Egg**
***By Cliff Stoll***
Pocket Books. 356 pp. $5.95.

This story starts out with a 75¢ shortfall in the computer time accounts at the University of California's Lawrence Berkeley Laboratory, where author Cliff Stoll is an astronomer/computer guru.

Stoll tracks the discrepancy, and you, the reader, compulsively follow the electronic trail that ping-pongs across the country, finally leading overseas to a hacker spy.

But computer espionage isn't the only label you can paint on *The Cuckoo's Egg*. You can also call it a coming-of-age-in-one's-career story: young person leaves school and soon is involved in something remarkable.

As such, *Egg* has plenty of good company. "Something remarkable" may be—

- Prosecuting Ollie North (Jeffrey Toobin in *Opening Arguments; A Young Lawyer's First Case: United States v. Oliver North*. Penguin. $11)
- Being "Teacher Mark," an eccentric instructor of English and student of martial arts in China (Mark Salzman in *Iron & Silk*. Vintage. $10)
- Becoming a legendary homicide reporter on the *Miami Herald* (Edna Buchanan in *The Corpse Had a Familiar Face*. Berkley. $4.95)
- Writing speeches for Ronald Reagan (Peggy Noonan in *What I Saw at the Revolution: A Political Life in the Reagan Era*. Ivy. $5.95)—even known Reagan haters can't put this one down.

**The Duel**
***By John Lukacs***
Ticknor & Fields. 258 pp. $10.95.

The duel of this title is the mano à mano contest between Winston Churchill and Adolf Hitler as they made the opening moves of World War II in the summer of 1940—the famous summer when Hitler didn't exactly blink, but didn't invade England either.

A totally different kind of history: the journalistic "true crime" account of the murder of three college student civil rights workers in Mississippi in 1964 and the FBI investigation that found their killers. (*We Are Not Afraid*, by Seth Cagin and Philip Dray. Bantam. $5.95)

**Cold Sassy Tree**
***By Olive Ann Burns***
Dell. 471 pp. $5.99.

*Cold Sassy Tree* is a traditional coming-of-age-in-the-South story. No murders here. The setting is small-town Georgia at the beginning of this century. The characters are white. The worst thing that happens is the "scandal" that erupts when the newly widowed grandfather decides to marry a 35-year-old woman. The story is seen through the eyes of his nine-year old grandson.

For family fiction with a harder edge, follow the stories of four Chinese-born mothers and their American-born daughters in Amy Tan's *The Joy Luck Club*. (Ivy. $5.95)

**Middle Passage**
***By Charles Johnson***
Plume. 209 pp. $8.95.

*Middle Passage* is a big novel—in setting, characters, subject, events. Taken together, the high seas adventures and moral growth of Rutherford Calhoun answer this question: What would happen if in 1830 a free Black man, needing to leave New Orleans quickly, unwittingly signed on as a crew member on a slave ship?

**Living Up the Street**
***By Gary Soto***
Dell/Laurel-Leaf. 167 pp. $3.50

Gary Soto is the poet and short story writer who remembers everything that happened to him as a kid growing up in the Chicano community of Fresno, California. Here Soto offers "narrative recollections"—true short stories—about his early life.

Would you predict that the kid who set his living room on fire, who later came close to burglarizing a friend's house, would emerge some 15 years later as a poet and professor? Possibly, if you noticed him voluntarily studying German in summer school, or persevering in the cotton fields to earn spending money.

**We All Fall Down**
***By Robert Cormier***
Delacorte. 196 pp. $16 (hardcover).

Once again young-adult novelist Robert Cormier contends in a book that evil lurks in the hearts of our nation's youth.

But this story of teenage vandalism and violence may appeal to adult readers more than Cormier's earlier novels have. For this time the writer provides something intriguing for the whole family: a psychological thriller, credible stories about modern American families cracking up, and behavior that has consequences.

*—Nancy R. Needham*
Book Review Editor

# Your NEA

## Streamlining NEA

***The mid-'90s will find the same solid NEA, with the same solid goals—but the shape may be newly trim and fit to help Association members meet tomorrow's challenges.***

Our schools are changing, our society is changing, and delegates to this year's NEA Representative Assembly will have a hand in making sure NEA changes to keep up with the times—and maybe get slightly ahead.

The proposals of NEA's Special Committee on Organizational Streamlining, up for delegates' approval, are designed to do just that. Hard thinking and broad consulting—more than two years worth—have produced a wide range of recommendations.

**The Committee's 15 voting members** include members of NEA's Board of Directors and Executive Committee, state and local Association presidents, and individuals from the various NEA membership groups. The Committee chair is NEA Vice-President Bob Chase.

The Final Report on Organizational Streamlining, substantially approved by the NEA Board of Directors in March, requires final action at the Board's May meeting before going on for consideration by the Representative Assembly in July.

Discussion has ranged far beyond the members of the Committee and NEA's governing bodies. For the past two years, a wide range of Association members have jammed into open hearings on streamlining offered at NEA meetings around the country—most recently at the NEA ESP Conference. On each occasion, many have taken the opportunity to make their reactions heard.

Despite the thorough airing of the proposals so far, the debate is far from over. Among the Committee's 39 recommendations as of April:

► A three-tiered dues structure based on salary, not job description.

► Active NEA membership eligibility for both teaching and nonteaching employees of public educational institutions.

► NEA membership eligibility for all higher education employees in private as well as public institutions.

► NEA membership eligibility for teachers in public noneducational as well as educational institutions—prisons, for example.

► Authority for NEA governance to vote trusteeship over a state affiliate if necessary. Causes for such action would include findings of corruption, undemocratic practices, or failure to comply with NEA's standards for affiliation.

► A requirement that NEA admit only individuals or groups that are eligible to join or affiliate with their state Association. The state Association would have the option of waiving the requirement in specific cases.

► A revamped NEA committee structure.

► Assurance that education support staff and higher education faculty will have representation on NEA's Executive Committee.

► A future cap on the size of the NEA Board of Directors and RA.

**The final report must be approved** by the Representative Assembly. Beyond that, each proposal will be acted on in an appropriate way.

Some of the proposals will need to be drafted as Amendments to the NEA governing documents (to be voted on at the 1993 RA). Others may be judged suitable for action by other NEA governance bodies. For still others, administrative directives may be considered the proper means of implementation.

*—Jane Power*

## RA Delegates Head For Washington, D.C.

More than 8,000 delegates are expected to converge on Washington D.C.'s Convention Center July 5-8 for NEA's 1992 Representative Assembly.

Delegates will represent all NEA members—teachers, support staff, administrators, higher education faculty, student members, and retirees. Together they'll set a course for 1992-93.

Representative Assembly delegates will elect an NEA secretary-treasurer and two members of the NEA Executive Committee. The secretary-treasurer will serve a two-year term beginning September 1.

The two Executive Committee members will serve three-year terms beginning the same date. At right are the candidates who filed for office and submitted statements by April 1, in the order in which they filed.

A number of meetings will precede the RA. The Joint Conference on Minorities and Women will be held June 30 through July 1, and the Instructional Issues Conference will be held July 2.

For more information on any aspect of NEA's annual meeting, contact your state Association or the NEA Office of Convention and Conference Management.

## Proposed Amendments to the NEA Standing Rules, Constitution, and Bylaws For Vote by the 1992 NEA Representative Assembly

**This issue of *Proposed Amendments to the NEA Standing Rules, Constitution,* and *Bylaws* contains all amendments to the governing documents that have been submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the NEA Annual Meeting.**

**The Representative Assembly will vote on amendments to the Standing Rules by voice vote at the first business meeting, Sunday, July 5, 1992. Standing Rule Amendments, if adopted, are effective immediately unless otherwise specified.**

**The Assembly will vote on amendments to the Constitution and Bylaws by secret ballot from 8:30 a.m. to 12 noon, Tuesday, July 7, 1992. Amendments will be discussed prior to voting. Amendments to the Constitution and Bylaws become effective on September 1 following their adoption unless otherwide specified.**

**Further information on proposed amendments may be obtained from the NEA Governance and Policy Support office, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (telephone 202-822-7195).**

**In the following amendments, deletions are in brackets, and additions are underscored.**

**NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES**

LARRY L. RUTH
New York, *Chairperson*

BETTIE J. BLACK
Oklahoma

EDITH H. CANNON
Massachusetts

DENISE R. ROCKWELL (WOODS)
California

TED THOMAS
Ohio

### PROPOSED AMENDMENTS TO THE NEA STANDING RULES

### STANDING RULE AMENDMENT 1
(Requires a majority vote)

Title: TO EXTEND THE PROVISION THAT NEW BUSINESS SHALL BE THE FIRST BUSINESS ITEM AT THE SECOND, THIRD, AND FOURTH BUSINESS MEETINGS OF THE REPRESENTATIVE ASSEMBLY BY REQUIRING THAT NEW BUSINESS SHALL BE THE FIRST BUSINESS ITEM AT ALL BUSINESS MEETINGS OF THE ASSEMBLY EXCEPT THE FIRST.

**Rule 6. Order of Business and Debate**

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application....(no change in first four paragraphs)

Items of new business submitted in accordance with this section shall be the first business item at [the second, third, and fourth business meetings] all business meetings except the first business meeting of the Representative Assembly, and these new business items shall be considered for at least one (1) hour.

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)

*Contact persons: Eric Feaver, Montana, and Karen Russell, California**

**Contact persons for two separate amendments of identical intent that have been combined by the Committee on Constitution, Bylaws, and Rules.*

### STANDING RULE AMENDMENT 2
(Requires a majority vote)

Title: TO PROVIDE THAT CONSIDERATION OF RESOLUTIONS SHALL COMMENCE WITH THE RESOLUTION IMMEDIATELY FOLLOWING THE LAST RESOLUTION DEBATED AT THE PRECEDING REPRESENTATIVE ASSEMBLY RATHER THAN WITH THE GOAL AREA CONTAINING THE FINAL RESOLUTION DEBATED AT THE PRECEDING ASSEMBLY.

**Rule 8. Definition of Resolutions, Committee, and Procedure**

F. Procedures for Submitting Resolutions. Resolutions from delegates or members designated for consideration by the Resolutions Committee at its winter meeting. . . .(no change in first six paragraphs)

The consideration of the NEA resolutions shall commence with [the goal area containing the final resolution] the resolution immediately following the last resolution debated at the preceding Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)

*Contact person: Edward Schuck, Connecticut*

### STANDING RULE AMENDMENT 3
(Requires a majority vote)

Title: TO PROVIDE THAT DISCUSSION OF RESOLUTIONS SHALL BE A MANDATORY ITEM OF BUSINESS AT BOTH THE THIRD AND FOURTH BUSINESS MEETINGS.

**Rule 8. Definition of Resolutions, Committee, and Procedure**

F. Procedures for Submitting Resolutions. Resolutions from delegates or members designated for consideration by the Resolutions Committee at its winter meeting. . . .(no change in first six paragraphs)

The consideration of the NEA resolutions shall commence with the goal area containing the final resolution debated at the preceding Representative Assembly. Discussion of resolutions shall be a mandatory order of business at both the third and fourth business meetings.

# RA Delegates To Elect Leaders

## FOR SECRETARY TREASURER

*Marilyn Monahan*

An effective leader transforms vision into action. The NEA Secretary-Treasurer must demonstrate that effectiveness. Since my election in 1990 I have—

▶Advocated Association positions nationwide.

► Chaired the Equity and Ethnic Harmony Committee, charged with promoting greater understanding among members.

► Reported to the Board of Directors on NEA finances.

► Testified before Congress on educational issues.

This work followed my experiences as a local and state leader. During my seven years as state president, NEA-New Hampshire—

► Increased membership

► Raised teacher salaries

► Improved retirement benefits.

As the 21st century nears, NEA must address the crucial issues of school funding, increasing our nation's commitment to public schools, education reform, member involvement, compensation, and human and civil rights. Working together, we can advance NEA's agenda.

## FOR EXECUTIVE COMMITTEE (TWO SEATS)

*Rosanne Bacon*

I am a candidate for NEA Executive Committee because it is my conviction that NEA must mobilize its members to speak in a collective voice, take collective actions, and reestablish educators as the pivotal participants in defining the future of education across America. The stakes are so high for our students and our profession, that NEA cannot afford to leave anyone on the sidelines. If educators fail now to take the lead in education reform, we will be spectators in the process, carrying out plans of people unqualified to make them. NEA will succeed when all of us—higher education, retired, student members, ESP, suburban, urban, and rural classroom teachers, administrators—all of us are participants in this endeavor.

*Patty Myers*

The future is in our hands. All of us must be proactive in our efforts to preserve and protect the future of public education.

NEA has set the tone for reform; however, our members must remain our primary focus. To ensure that restructuring brings positive results, we must first ensure the professional well-being of every member in every membership category. Through bargaining and legislation, we must guarantee compensation and a benefit package that protects us from personal catastrophe. We must create class sizes and school environments where every student can learn.

We may not be responsible for the problems which challenge us today, but we are responsible for our future. Our leaders must be dedicated to shaping that future on behalf of our members.

*Len Anderson*

NEA can assure its growth and strength by electing to the NEA Executive Committee members who share daily the realities of our members as they serve students. Members who have a track record in organizing, bargaining, political action, grievance processing, and instructional advocacy bring a significant contribution to these deliberations. Articulate and passionate commitment to our needs as education employees is necessary.

My 20 years as a teacher and Association activist have included experiences at every level and in each area of concern. I have served as bargaining spokesperson, grievance chair, political action chair, NEA state director, and chair of the NEA-IPD Committee.

NEA needs leaders with documented records of service who speak with independence and experience on behalf of members and students.

*Reg Weaver*

As former state president and current member of the NEA Executive Committee, I have represented our members on many committees, including the Blue Ribbon Committee for Improvement of Teaching as a Profession, NEA Streamlining Committee, and National Board for Professional Teaching Standards.

Our involvement with the Campaign for New Priorities recognizes a changed world order. This campaign offers an unprecedented opportunity to redirect our nation's spending priorities so as to invest in education and other human needs.

We must continue to press for student-centered, teacher-directed change through collective bargaining, political action, and lobbying if we are to achieve educational excellence and equity. These same vehicles will shape the outcome of issues such as compensation, site-based decisionmaking, sufficient educational funding, and working environments.

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)

*Contact person: Edward Schuck, Connecticut*

## STANDING RULE AMENDMENT 4

(Requires a majority vote)

Title: TO PROVIDE THAT IN ELECTIONS FOR AT-LARGE REPRESENTATIVES ON THE BOARD OF DIRECTORS, WHEN THERE IS A VOTE SPREAD EQUALING LESS THAN ONE-HALF (1/2) OF ONE (1) PERCENT BETWEEN THE LAST CANDIDATE TO BE LISTED ON THE RUNOFF BALLOT AND THE FIRST CANDIDATE TO BE ELIMINATED FROM THE RUNOFF BALLOT, THE BALLOT SHALL INCLUDE THE NAMES OF BOTH CANDIDATES.

**Rule 13. Definition of Terms**

The following terms from the Constitution and Bylaws, when used in the Standing Rules, shall have these definitions:

E. Runoff elections shall mean a voting procedure as follows: In an election by the Representative Assembly, if a sufficient number of candidates has not achieved a majority of the valid ballots cast, another election shall be held and the runoff ballot shall list those unsuccessful candidates who, arranged in decreasing order of votes received, obtained a majority of the votes cast in the previous election. In the event that this procedure would not provide at least one more candidate than the number of remaining positions to be filled, then the runoff ballot shall list those candidates who, in decreasing order, received the highest number of votes on the previous ballot (though not elected), listing one more candidate than the number of positions to be filled except as provided below. In at-large elections for the Board of Directors, when there is a margin of difference of less than one-half (1/2) of one (1) percent between the last candidate to be listed on the runoff ballot and the first candidate to be eliminated from the runoff ballot, the ballot shall include the names of both candidates.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

*Contact person: Rich Swaggard, Ohio*

## PROPOSED AMENDMENT TO THE NEA CONSTITUTION

## AMENDMENT 1

(Requires a two-thirds vote)

Title: TO PROVIDE THAT AT-LARGE REPRESENTATIVES OF ADMINISTRATORS, CLASSROOM TEACHERS IN HIGHER EDUCATION, AND ACTIVE MEMBERS EMPLOYED IN EDUCATIONAL SUPPORT POSITIONS ON THE BOARD OF DIRECTORS SHALL BE ELECTED, RESPECTIVELY, BY ADMINISTRATORS, CLASSROOM TEACHERS IN HIGHER EDUCATION, AND EDUCATIONAL SUPPORT DELEGLATES WITH FULL VOTING RIGHTS IN THE REPRESENTATIVE ASSEMBLY RATHER THAN BY ALL DELEGATES WITH FULL VOTING RIGHTS.

**Article V. Board of Directors**

**Section 1. Composition**

d. Administrators shall be represented on the Board in proportion to their membership in the Association. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, the administrator delegates in attendance at the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are administrators.

e. Classroom teachers in higher education shall be represented on the Board at least in proportion to their membership in the Association. If the percentage of classroom teachers in higher education elected to the Board of Directors fails to achieve such proportional representation, the classroom teachers in higher education delegates in attendance at the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are classroom teacher in higher education.

f. Active members employed in educational support positions shall be represented on the Board at least in proportion to their membership in the Association. If the percentage of such members elected to the Board fails to achieve such proportional representation, the educational support personnel delegates in attendance at the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are Active members employed in educational support positions.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

*Contact person: Bob Gustafson, Wisconsin*

## PROPOSED AMENDMENT TO THE NEA BYLAWS

## AMENDMENT 2

(Requires a majority vote)

Title: TO PROVIDE THAT EDUCATIONAL EMPLOYEES EMPLOYED ON A DAY-TO-DAY BASIS WHO ARE ELIGIBLE ONLY FOR ACTIVE MEMBERSHIP IN LOCAL AND STATE ASSOCIATIONS SHALL NOT HAVE THE SUBSTITUTE CATEGORY OPTION IN THE NATIONAL EDUCATION ASSOCIATION AND SHALL BE ELIGIBLE ONLY FOR NEA ACTIVE MEMBERSHIP; AND TO PROVIDE THAT THE MEMBERSHIP FEE FOR NEA ACTIVE MEMBERS WHO ARE EMPLOYED AS SUBSTITUTES SHALL BE ONE-FOURTH (1/4) OF THE ACTIVE DUES, AS APPROPRIATE.

**Bylaw 2. Membership**

**2-1. Classes.**

e. An educational employee employed on a day-to-day basis who is eligible for membership in the Active category shall have the option of joining the Association as a Substitute member, unless said employee is drawing educational retirement benefits and is eligible for NEA Retired membership. Substitute members shall receive Educators Employment Liability coverage and other benefits and services authorized by the Board of Directors. Educational employees employed on a day-to-day basis who are, by statute or by contract, eligible for and required to accept active membership in the local and state associations must apply for Active membership.

**2-7. Membership Dues.**

d. The membership fee for persons eligible for Active membership who are regularly employed for fifty (50) percent or less of the normal schedule for a full-time employee, who are not employed as substitutes, and who are not eligible for membership as a full-time employee through another local association (as verified by the local association) shall be one-half of the Active dues, as appropriate.

**(New section e)**

e. The membership fee for Active members who are employed as substitutes shall be one-fourth (1/4) of the Active dues, as appropriate.

(Reletter subsequent sections)

Submitted in accordance with the Constitution, Article IX, Section I.a. (by petition of at least 100 Active members from two or more states)

*Contact person: Julius A. Maddox, Michigan*

# RESOURCES

## Free or Inexpensive

### SCIENCE

***The Conservationworks Book: Practical Conservation Tips for the Home and Outdoors.*** Lisa Capone with drawings by Cady Goldfield. An ecology handbook that offers tips for practicing conservation in city, country, and suburb—and in the backcountry when you hike or camp. Appalachian Mountain Club Books. 96 pp. $7.95. From booksellers or by credit card charge from AMC at 800/262-4455 (add $3 p&h for orders under $20; NY, NJ, MA, CT add own sales tax.)

***Looking at Insects; Looking at Plants; Looking at the Environment.*** All by David Suzuki, with Barbara Hehner. The host of "The Nature of Things" presents stimulating nature-study activities for children 8-12. Wiley. 98 pp. each. $9.95 each. From booksellers or by mail—prepay by check (add your own state's sales tax) to John Wiley & Sons, Customer Service, One Wiley Drive, Somerset, NJ 08875.

### WRITING

***Real Toads in Imaginary Gardens: Suggestions and Starting Points for Young Creative Writers.*** Stephen Phillip Policoff and Jeffrey Skinner. A playwright and a poet use writing exercises to show beginning fiction writers how to translate everyday experiences into material for stories. Chicago Review Press. 192 pp. $11.95. From booksellers or by telephone charge (add $3.50 p&h) from Independent Publishers Group, 800/888-4741.

### SEX EQUITY

***Title IX: A Practical Guide to Achieving Sex Equity in Education.*** National Coalition for Women and Girls in Education. Describes the reach of Title IX, which outlaws exclusion from or discrimination under federally aided education programs. 20 pp. $3. National Women's Law Center, 1616 P St., N.W., Washington, DC 20036. Att: Title IX Practical Guide.

### SOCIAL STUDIES

***Caribbean Connections: Overview of Regional History.*** Ecumenical Program on Central America and the Caribbean (EPICA) and Network of Educators on Central America (NECA). Fiction, oral histories, poems and songs by Caribbean authors—plus student exercises, illustrations and maps tell about the people of the Caribbean. 180 pp. $15.95 plus $3 p&h. NECA, 1118 22nd St., N.W., Washington, DC 20037.

### TEACHER TRAINING

***Excellence in Teacher Education: Helping Teachers Develop Learner-Centered Schools.*** Linda Darling-Hammond, Gary A. Griffin, and Arthur E. Wise. Three distinguished critics of teacher education describe a reconceptualized teacher preparation program, including education, internship, licensing, and certification. 56 pp. $8.95. Stock no. 1847-8-00-FF. NEA Professional Library, P.O. Box 509, West Haven, CT 06516. 800/229-4200, FAX 203/933-5276.

***The "Free or Inexpensive" feature is included in* NEA Today *as a service to readers. Items listed are selected by the editors at their discretion from review copies submitted by publishers. There is no charge for listings.***

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TAD052

# Looking Back

*An update on stories from previous issues.*

## Objector's Objectives

While some schools encourage young people to consider careers in the military ("If It Salutes, Salute Back!" November 1985), others make sure students realize that military service isn't compulsory.

Teens need to know, first, that young men are required to register for the draft when they turn 18. Failure to do so makes them liable to prosecution whenever the military decides to bring charges against them.

Most young men do register—and those with a conscientious objection, either religious or ethical, to military service should make that position known at the time of registration. They're well-advised to prepare a brief written statement about their beliefs against war and line up witnesses to these views.

But many young people sign up for the military voluntarily, in hopes of job training—or just of a job. As the Gulf War showed, many of these recruits don't understand what military service involves until they're called to war.

To secure their students a chance to make an informed decision, school boards are limiting their cooperation with military recruiters in a variety of ways. The San Francisco school board no longer allows recruiting, and Los Angeles and Oakland no longer provide the military with information from school directories. Seattle's policy is to give equal time to opponents of military service. Rochester, New York, excludes recruiters on the grounds that the military fails to measure up to state law against discrimination in hiring on the basis of sexual preference.

Several court decisions follow the line of the Seattle policy. In 1982 *(Clergy and Laity Concerned vs. Chicago Board of Education)*, the court required the school board to allow CALC to do draft counseling. In 1986 the Ninth Circuit Court of Appeals in *San Diego Committee Against the Draft vs. Governing Board of Grossmont Union High School District)* ruled that any forum that included the military had to include opposing viewpoints. Other cases have involved coverage in school newspapers and access to career days.

Here are some organizations that can provide information and materials on alternatives to military service, both in case of draft and for those who become conscientious objectors after signing up. • American Friends Service Committee, Military Recruitment in the Schools, 1501 Cherry St., Philadelphia, PA, 215/241-7000. • Central Committee for Conscientious Objectors. • National Interreligious Service Board for Conscientious Objectors, 1601 Connecticut Ave., N.W., Washington, DC, 202/483-4510 • War Resisters League, 339 Lafayette St., New York, NY 10012, 212/228-0450.

Joe Di Dio

## Caring for Our Own

An *NEA Today* feature, "Home, Sweet Home" (November 1991), highlighted the Omaha Education Association's retirement home for former teachers.

The Connecticut Education Association offers its retired members a different kind of assistance. CEA's Henry Barnard Memorial Fund helps them to maintain a decent standard of living despite inadequate incomes and serious illnesses.

"We understand that medical bills, and even the cost of basic necessities of life, can pile up to wipe out the savings of former teachers living on modest incomes," says Fund President Marguerite Magnuson. "The Fund allows retirees to live at home as long as possible."

Nine former teachers receive monthly Fund stipends ranging from $100 to $400. The Fund is supported by donations from teachers who are still working.

"The Fund is not, and never has been, large enough to provide total financial aid," explains Magnuson. "Our aim is for recipients to receive enough of an income to remain at home and live with dignity."

Named for CEA's first president, the Barnard Fund has been in existence since the 1950s. For information about contributing to the Fund, write Marguerite Magnuson, 316 Covenant Village, Cromwell, CT 06416.

## Familiar Faces

Walter Dean Myers ("Making Intellect Cool," December 1991) has done it again. He's written two books guaranteed to keep readers clamoring for more and garnering the 1992 Coretta Scott King Award in the process.

The prize-winning children's author received the Award, which recognizes African American authors and illustrators, for *Now Is Your Time! The African American Struggle for Freedom*, a poignant chronicle recently published by HarperCollins.

Donal Holway

Myers' latest book is *Somewhere in the Darkness*, the story of Jimmy, a teenage boy whose life is changed forever when he's whisked away from his foster home by his father, who's spent the past several years in jail.

The story follows the father and son as the father embarks on a journey to prove himself innocent of the murder charge that sent him to jail. Along the way, Jimmy learns about his family history and his father's shattered dreams. Both books are now available in bookstores.

**Move over, Oprah, Phil, and Sally Jessy: there are some new television hosts in town.**

Faye Wattleton, outspoken former president of Planned Parenthood International ("Cool Woman, Hot Topic," March 1991) and Jane Pratt *(below)*, editor of *Sassy* magazine ("A Sassy Point of View," October 1989), have joined the talk show circuit with shows of their own.

Wattleton stepped down from her Planned Parenthood post in December. She'll soon be hosting a Chicago TV talk show on issues that concern women. Meanwhile, Planned Parenthood continues its search for a new president, a position that pays $180,000.

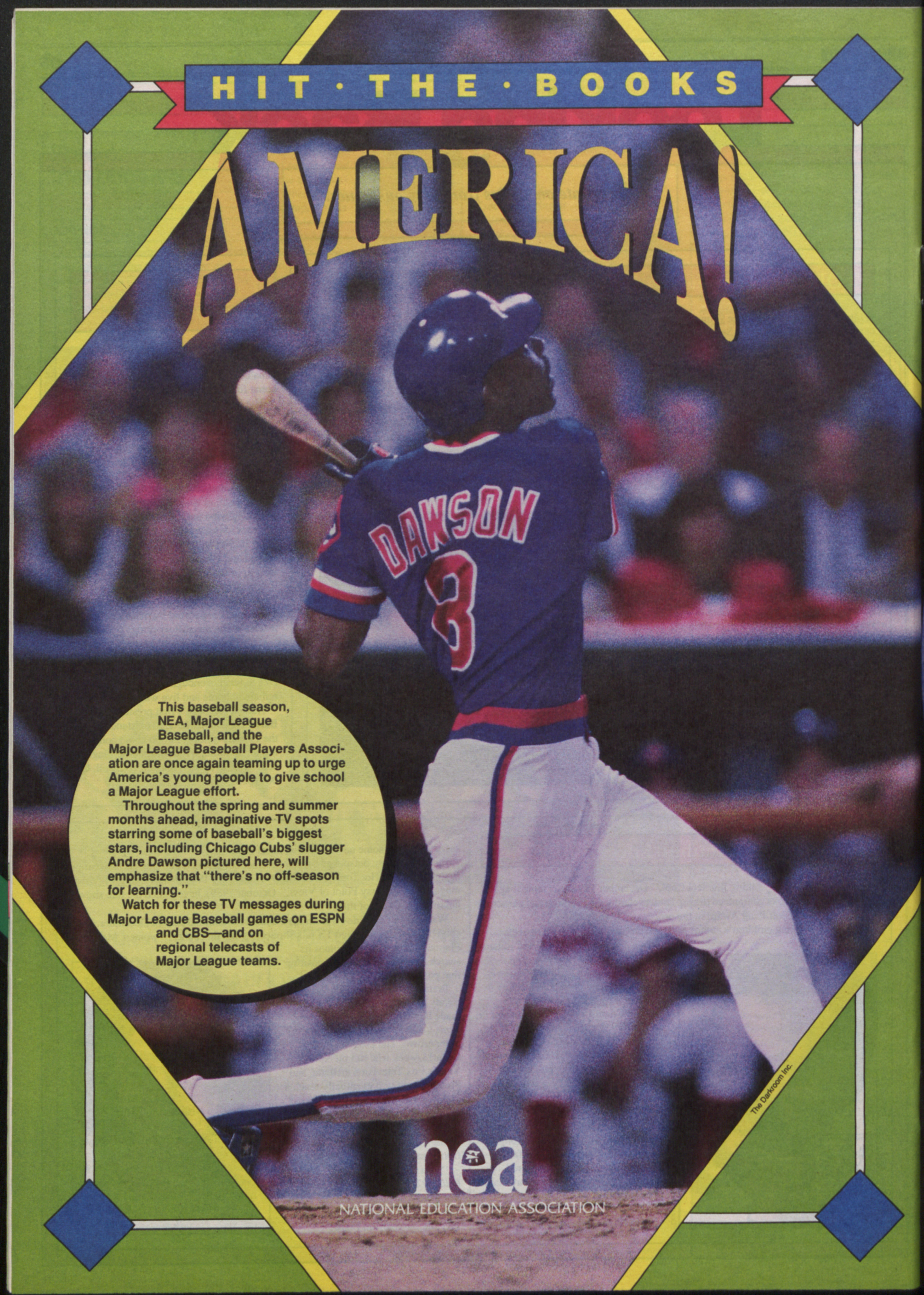
Pratt, founding editor of *Sassy*, a trendy magazine for teenage girls, made her TV debut in March with *Jane*, a talk show aimed at a slightly older crowd. The program currently has a 13-week trial run on New York's Fox Television affiliate, and Pratt hopes it will eventually reach a national audience.

Pratt recently told *USA Today* her show will be a forum for the young—one that won't shy away from controversial topics.

"You see a smash hit like *Beverly Hills 90210* that deals with issues. But there's no place in real life where kids can hear and talk about issues," says the 29-year-old Pratt.

HIT · THE · BOOKS

# AMERICA!




This baseball season, NEA, Major League Baseball, and the Major League Baseball Players Association are once again teaming up to urge America's young people to give school a Major League effort.

Throughout the spring and summer months ahead, imaginative TV spots starring some of baseball's biggest stars, including Chicago Cubs' slugger Andre Dawson pictured here, will emphasize that "there's no off-season for learning."

Watch for these TV messages during Major League Baseball games on ESPN and CBS—and on regional telecasts of Major League teams.

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NATIONAL EDUCATION ASSOCIATION

The Darkroom Inc.

ENVIRONMENTAL EDUCATION

# EARTH

Last year, the National Oceanic and Atmospheric Administration (NOAA) launched a series entitled "Reports to the Nation on Our Changing Planet." A joint effort between NOAA and the University Corporation for Atmospheric Research (UCAR), Office for Interdisciplinary Earth Studies (OIES), the reports are written by scientists and guided by a distinguished editorial board.

*The Climate System* is the first report in the series. It's a 20-page, colorful booklet containing information, photos, and graphics on Earth's climate, climatic history, light, heat, water, the oceans, and the greenhouse effect. Although not a lesson plan, the booklet can be used as a resource for teachers (K-12).

An excerpt from the introduction follows:

***What is Climate?***

*The summer of 1988 burned a new fear into the minds of many Americans....Across the nation, record heat and drought forced us to wonder: Is Earth's climate changing before our very eyes?*

*One extreme summer in the United States can't answer that question. Our picture of the climate develops slowly as we watch scores of seasons pass. Some winters bring unusual warmth, some springs are dryer than normal. Only by comparing measurements taken over many years and decades, can we sense the shifting patterns of climate.*

*Indeed, if we look at temperature records taken over the last century, we find the Earth's surface has warmed a significant amount over that period. But the meaning of the warming remains unclear. Long before humans inhabited the planet, Earth experienced major environmental changes. The dinosaurs roamed a world much warmer than that of today. Our Cro-Magnon ancestors huddled through an ice age that sent massive glaciers spreading over North America and Europe. Such natural shifts in climate have punctuated the different eras in Earth's history, forcing animals and plants either to go extinct or to adapt to new conditions....*

*Yet we now face the prospect of a different kind of climate change—one substantially brought on by human actions. Our industry, agriculture and daily living cause important gases such as carbon dioxide to accumulate in the thin blanket of air surrounding the planet. If we do not alter our course, scientists predict, severe consequences may await us in the not-too-distant future.*

*To face such critical issues, we look at the science behind the immensely complex system called climate—an entity that ties together the atmosphere, oceans, land surfaces and the living kingdoms of plants and animals. If we want to measure climate, to predict its course, we must examine the relationships among these various components, just as a doctor studies the interactions of skeleton and muscles, heart and lungs.*

## ASK NOAA

NOAA, the National Oceanic and Atmospheric Administration, is a governmental scientific agency in the Department of Commerce. It conducts research, collects data, and makes predictions about the oceans and atmosphere, the sun, and Earth's changing environment and climate. Single copies of NOAA publications can be obtained free by writing the National Oceanic and Atmospheric Administration, Education Program Branch, JK92, 11400 Rockville Pike, Room 105, Rockville, MD 20852. Indicate what kind of materials you'd like to receive and the grade level you teach. For example:

- National Weather Service pamphlets on hurricanes, thunderstorms, and other selected weather conditions
- NOAA's National Ocean Service (NOS) nautical and aeronautical chart catalogs, sample charts, information on ocean currents of the world, and reprints of significant events in its history
- Selected publications on endangered species, such as whales and porpoises
- Information about the National Geodetic Survey and its mission
- Information about the NOAA Corps, the Nation's seventh uniformed service.
- *An Educator's Guide for Building and Operating Environmental Satellite Receiving Stations.*

## How To Order

Limited copies of the *The Climate System* are available from OIES, P.O. Box 3000, Boulder, CO 80307.

Order a free copy of the next booklet in the series *The Ozone Shield* (expected this fall) from the same address.

Future topics will include the science surrounding Sea Level Rise, and the El Nino Southern Oscillation (ENSO) climate phenomenon.

# OURS TO CARE FOR

***Worthwhile, practical, and up-to-date classroom resources on the environment are often hard to come by. But not impossible. Here's information about several resources that are available.***

# Letters

## Looking for Guarantees

I feel an important issue wasn't addressed in your recent cover story on student warranties ("Student Guarantees: Real Reform—or PR Ploy." March).

I'd be willing to see this type of program implemented. However, as a fourth grade teacher with a diverse group of children in my class, I'd like a guarantee from the parent(s) that: 1) a doctor was consulted during pregnancy by the mother, 2) proper nutrition was given to the growing baby, 3) the pregnant mother was free of drugs, and 4) a secure, healthy environment was provided for the child after birth.

When I have the parents' guarantee that their child is both physically and emotionally healthy, then I will guarantee to provide society with a child that meets its requirements of a proper education.

*Karen Hodgens*
San Jose, California

If the school board can guarantee me a student with an IQ of 115 or higher (preferably higher, 125 would be ideal), a student from a home with two loving parents (original editions, please) where education is revered, a student unencumbered by handicaps (speech or language deficiencies, inadequate processing skills are unacceptable), I guarantee you that the student will emerge from the public school system possessing those skills necessary for advanced education or entry level employment in business or industry.

In return, I demand a guarantee that the ski lodge will have perfect snow conditions any weekend I'm free to head for the slopes—otherwise how can it advertise itself as a ski lodge?

I want a Volvo whose hubcaps cannot be pried off, costing me $44 per wheel for replacements. And I want the weather forecaster held accountable for the rain that replaced the sunshine he predicted the weekend of our family picnic.

The much touted "marriage" between business and education should end in divorce court *if* teachers accept the premise that a mind can meet specifications demanded of a lawn mower engine.

The Chrysler LeBaron convertible and the Mercedes 500SL look mighty similar to the casual eye, but there's an 85,000 dollar price difference. Does anyone—teacher or businessman—expect identical performance?

*Sandra M. Seymour*
Menomonee Falls, Wisconsin

## Accountability

I read Eileen Simmons fine response to the question, "Should Teachers Be Judged By Their Students' Progress?" (Debate, March).

Simmons clearly recognizes some of the major variables in the teaching-learning situation. She correctly places standardized testing in a useful but secondary role—useful as a benchmark and diagnostic tool, but not the final criterion of success or failure.

Teacher accountability based on student progress is a complex problem that requires a multidimensional assessment approach. Simmons set forth some of the major dimensions of this problem in a thoughtful and persuasive manner.

*Edward R. Steadman*
Normal, Illinois

Thank you to Eileen Simmons, who honestly expressed that teaching is so much more than preparing students for standardized tests, and to Melinda Bernal, who reminded all of us that a teacher shouldn't limit the capabilities of any child.

*Rose Ilich*
Fairmont, West Virginia

## Kids and Guns

On the same day I read the article "Students and Weapons" (Looking Back, March), I saw a similar article in the March 9 issue of *Newsweek*.

How can anyone deny the connection between the prevalence of guns in the hands of young people and our nation's reluctance to enact realistic legislation to control gun possession?

Countries that have strict legislation limiting and/or controlling gun ownership have far fewer deaths caused by shooting than the United States. That's proof to me that gun control would save many lives and injuries.

*Don McIlroy*
Oberlin, Ohio

## Respect, Please

I take exception to the cartoon [depicting cafeteria food as the cause of dinosaur extinction] (Letters, March). As the food service director of a public school district, I feel you've done great disservice to the nation's thousands of dedicated school food service employees.

We serve thousands of children and school staff nutritious lunches and breakfasts every day. For many, it's the only hot, nutritious meal they will receive.

Many cafeterias provide nutrition education training to students. Many others incorporate lessons learned in the classroom into their meal services. Innovative programs abound, yet cartoons like this still stereotype the school lunch program as bad and something to poke fun at.

School food service can, and should, be an active partner in the education of our children. We should be receiving support from you rather than cheap shots. I hope that in the future you will look at our programs favorably and give us the recognition we deserve.

*Mark K. Truaz*
Middletown, New York

## Disagreeable?

Teachers are known as a group that sticks together. I think this is false. We tend to be the most disagreeable lot I know, but we're able to get along. Usually.

Robert Ballantyne recently commented on the frog dissection debate (Letters, March). Ballantyne made abundantly clear his opinion that the issue isn't worth debating. Dissection is necessary. Holy, perhaps. Bunk.

In his attack, Ballantyne comes across as a person who completely rejects new technology (I wonder if he still uses a slide rule). Genetic engineering and computers have no role in good biology. Dissection, blessed dissection! Yea, that's the key. Dissection. Disgusting!

Ballantyne makes the point that we must not forget the natural phenomenon of death. More a reality than a phenomenon, death is understandable. Whether it be a farm kid who raises beef for slaughter, a suburban child who plinks sparrows with a BB gun, or an inner city kid who understands the realities of the street. Death is known. Rambo knows death. Hollywood knows death. Kids know death.

Biology is the study of life—not death. Biology is a celebration of life.

I celebrate. Cowering before the animal-rights extremists has nothing to do with my attitude. I hunt. I fish. I kill—animals. But not for the ritualized examination of recently dead things or, worse, preserved things.

There are alternatives, good alternatives. Ballantyne allows for no alternatives. My students dissect—insects, frogs, rats, sharks, cats. Whatever and whenever it is appropriate, we dissect. But we also use alternatives to dissection. I wish Mr. Ballantyne's students had an alternative.

*Mike Tolfa*
Scotia, Nebraska

I was really glad to see the debate about dissection ("Should Students Dissect Frogs?", February). I agree with Mr. Bates [who argued against dissection].

I urge school systems to consider dropping dissection from their curriculum. Bates pointed out that there are many ways to make science hands-on. As a previous kindergarten teacher, I know the possibilities are limitless for interactive science, both for the young and older student.

Bates only briefly mentioned the thousands of animals removed from their habitats. In fact, three to six million frogs are dissected each year—and thousands of mice, rats, rabbits, pigs, cats and dogs. Some are bred, others are captured.

So many frogs are exported from Bangladesh, that there is now overpopulation of crop-damaging insects. A formal complaint has been issued against a major animal supply company for violations of the Animal Welfare Act (the embalming of live cats is one of the cited violations). Is dissection worth that?

Bates is right—we don't need to train doctors and nurses in junior high and high school. We do need to provide them with exciting science experiences. One of those experiences must be to appreciate and respect living things.

*Karen L. Erikson*
Auburn, Massachusetts

## What Wall?

I was upset by the article "The Courts and School Choice" (Legal Times, February) because of the misinformation it contained.

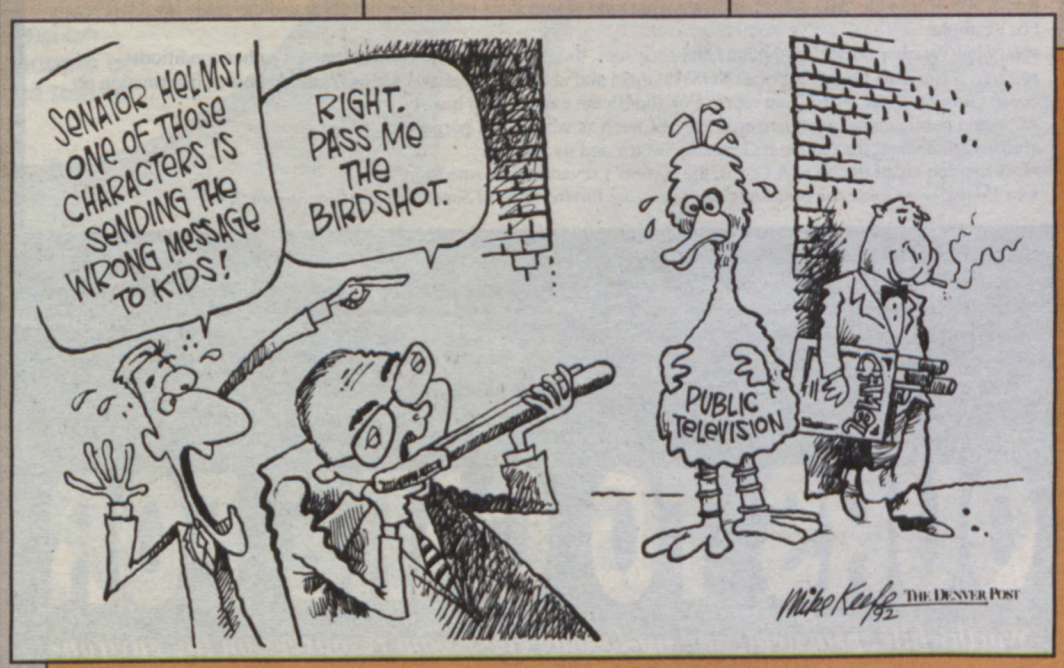
The article states that the U.S. Supreme Court has, "shirked its historical duty to maintain the wall of separation between church and state..." There is no such separation in this country.

The First Amendment prohibits government from recognizing an establishment of religion. History tells us that this term means an official, state-supported church, as England had and as some colonies had. The intent is not to separate church and state, but to guarantee the religious freedom of all.

In addition, I'm saddened that the NEA has set itself up as the enemy of private education. It's one thing not to support something. It's another to work against it.

As educators we should work to improve the education of all students. Our present position is counterproductive and weakens the credibility of our profession. Money spent to fight private school choice plans would be better spent promoting education—and educators.

*Michael Dodson*
Yankton, South Dakota


SENATOR HELMS! ONE OF THOSE CHARACTERS IS SENDING THE WRONG MESSAGE TO KIDS!
RIGHT. PASS ME THE BIRDSHOT.
PUBLIC TELEVISION
CENSOR
Mike Keefe '92 THE DENVER POST

**NEA Developing Experts Database**

Interested in serving on NEA regional or national committees, panels, or task forces? Send your name, home address, telephone number, grade level, subject areas, and brief summary of experiences to: NEA Education Policy and Professional Practice, 1201 16th St., N.W., Washington, D.C. 20036. ATTENTION: Romaine Hodge.

# Debate

## Are Student Teachers Better Than They Used To Be?

**YES**

*Scott Buzard teaches world geography in Glenview, Illinois, and has taught graduate classes in education. A veteran teacher and activist in the Glenview Education Association, he received a Golden Apple Award in 1989 from the Golden Apple Foundation for Excellence in Teaching.*

I've watched a steady stream of student teachers pass through my classroom, and my colleague's classrooms, for the past 19 years, and I can honestly say that the average student teacher is better than ever.

Teachers from the much-maligned traditional teacher preparation programs are better, and teachers emerging from the two innovative programs I'm most familiar with are the best yet.

Despite little change in structure, traditional programs are benefiting from an influx of excellent prospective teachers. Bright, energetic, committed young people who want to improve society are turning to education.

The professionalization of teaching, the movement to empower teachers at the school level, and efforts to make teachers' compensation competitive with that of other professions are also attracting more prospective teachers.

**In our high school, for example,** there's a thriving Future Teachers group. That wasn't true a few years ago.

Students in traditional schools of education are getting more hands-on experience and closer observation. The result: they either have a better basis for student teaching or realize that teaching's not for them.

The combination of attractive candidates and more field observation with an increased body of research on teaching is, no doubt, producing better student teachers.

But the best student teachers I know of, and in my view the hope for the future in teacher education, are emerging from a pair of innovative programs.

Both programs go beyond teacher training to address issues from recruitment and financial support to school-based preparation and induction.

The first, in Glenview, is a partnership—now entering its third year—among the Glenview Education Association, the Glenview District 34 School Board, and DePaul University.

Here in Glenview, college graduates with non-teaching degrees, almost all from the business or professional world, go through three years of internship and residency.

Interns spend a year student teaching as part of an organized team of teachers. The courses they need for certification are co-taught in the K-12 schools by DePaul faculty and Glenview teachers.

In the second and third years, after certification, they're residents, with regular classrooms of children assigned to them, but also with the continuing support of the team and a designated veteran mentor teacher. Gathering thesis data in their own classrooms, they earn their masters degrees.

**Throughout the sequence, the** interns and residents earn salaries and benefits, and their DePaul tuition is paid for them. At the end of the third year, the intensively trained, supported, and experienced new teachers generally move on to another school district.

Now in its third year of selecting applicants, the Glenview program is attracting 10 applications for each available internship. Soon it will operate in all seven schools in the district.

And the model is spreading. The Chicago Public Schools have recently announced a similar program.

Chicago is also the setting for a second innovative program, sponsored by the Golden Apple Foundation for Excellence in Teaching. The program was conceived by the Golden Apple Academy, a think-tank of outstanding teachers recognized for their teaching ability.

The Golden Apple Scholars program recruits outstanding high school seniors who want to become teachers, pays for their college education, pairs each with a Golden Apple teacher as a mentor, and provides them with a summer-long institute of school site experiences, along with classes and seminars taught by exemplary teacher practitioners.

The success of this model has prompted Illinois Governor Jim Edgar to announce that the program will expand to enroll 100 new prospective teachers each year as Golden Apple Scholars of Illinois.

And that's still another solid step toward ensuring a supply of quality future teachers.

**NO**

*Beth Kennedy is a veteran math teacher and member of the Phoenix Union High School District Classroom Teachers Association. Every year she sees the results of teacher preparation programs as a mentor to 20 first-year teachers who begin their careers in Phoenix.*

I don't work with student teachers, and I don't presume to judge them. But behind this question, I think, are questions about the outcomes of teacher education—and I have many chances to look at these, every year.

Is teacher education improving? In some ways, yes.

Are the institutions turning out new teachers as good as they need to be? My answer to that one is a resounding no.

Over the last six years, I've worked as a mentor for nearly 200 first-year teachers at all levels in the district. During that time, these teachers—fresh from teacher-education programs—have told me what they'd like to see changed about the way they were trained.

They've said, in effect, "We're good teachers, and during our first year we've been successful. But we could have done better had we been trained a little differently."

Most of these first-year teachers are young, just out of college. Most were student teachers the year before I met them. They come from a variety of teacher preparation programs, both in Arizona and out of state.

So, while I can't comment about their student teaching in particular, I can make some observations about the ways in which their teacher preparation programs as a whole are or aren't better than they used to be.

**My first observation is this: The** teacher preparation programs that are better than before are the ones in which the balance has shifted from the theoretical to the practical.

More of our new teachers now have had courses on methods of instructional delivery, such as Madeline Hunter's program. But by no means have all of them received such training.

The problem is that some teacher preparation programs haven't changed enough. They're missing a link. They pick up would-be teachers from high school, and give them content knowledge of their subject and of "education."

Then, after four years, they send them out—enthusiastic about sharing what they've learned with their students.

It's a big shock for these young people to find out that their students aren't interested. What they meet are students lacking in preparation, motivation, and emotional support. These are kids who are disruptive, who have overwhelming problems.

What novice teachers need is more emphasis on learning to interact with these troubled students—"people" skills.

By this I mean the new teachers need skills in knowing how to—

- ► reach the unmotivated learner
- ► handle students who sit in their classrooms very angry, apathetic, or withdrawn
- ► relate to students from different cultures.

**Also, undergraduates preparing to** teach aren't informed that they could be assigned classes of 30 or more, with students who have limited English proficiency and mainstreamed special education students mixed in with the rest.

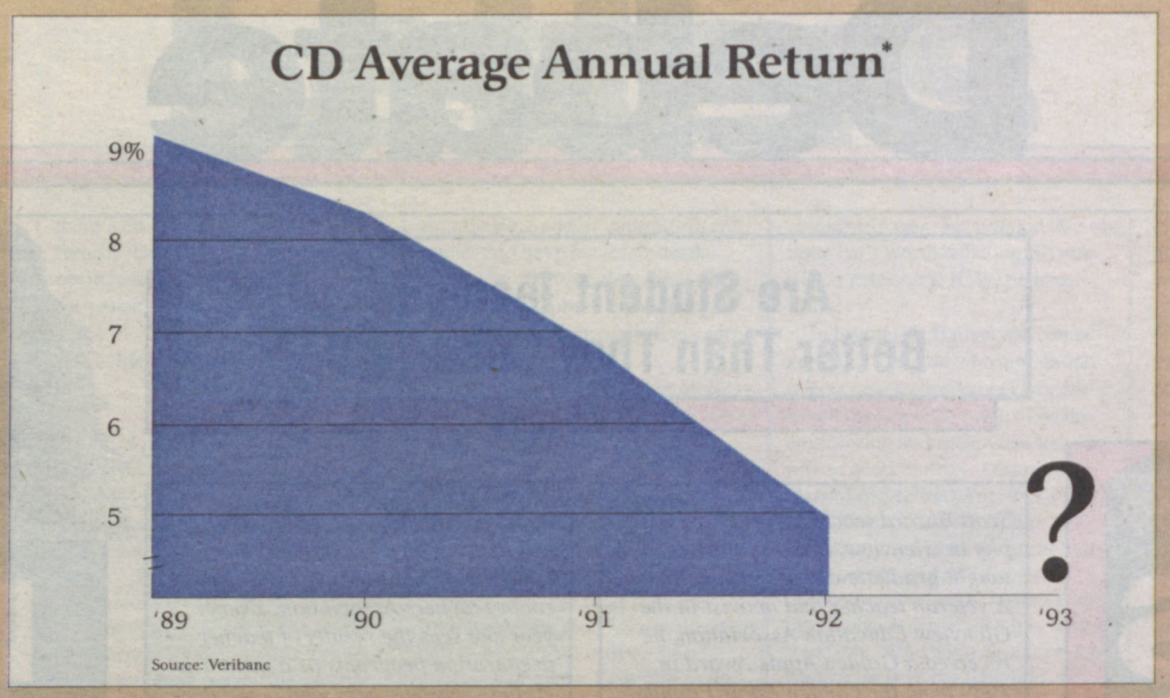
Nor are prospective teachers taught how to handle parents, the extra requirements of meetings and extracurricular assignments, record-keeping skills, time management skills—or how to get the support they need.

Every year, by the end of October, new teachers are frazzled—overwhelmed by all the paperwork, the disruptive/uninterested students, the parent contacts, the meetings, the lack of time, and the lack of support. I've never met a single first-year teacher who's been trained to deal with this.

Maybe teacher candidates should teach full-time before their last semester. Maybe put in a full year, see what it's really like, then go back for a final semester. At that point, they'll know what questions to ask in their education classes.

I know what these questions will be: "How do I reach these kids when I have such a variety of abilities and socioeconomic levels in my class, when some are on drugs and in gangs?"

Maybe what we need to do is rethink the whole sequence of teacher education. Perhaps we've got it backward.

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